DOCUMENT RESUME

ED 386 701 CS 012 259

AUTHOR Lore, Rosemary
TITLE Chapter 1 Reading Program. Final Evaluation Report 1994-95. Elementary and Secondary Education Act--Chapter 1.
INSTITUTION Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE 95
NOTE 77p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Early Intervention; Elementary Education; Elementary School Students; *High Risk Students; *Instructional Effectiveness; Junior High Schools; Outcome Based Education; Parent Participation; Program Effectiveness; *Reading Programs; Reading Research; *Remedial Reading; Urban Education
IDENTIFIERS Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1

ABSTRACT

A study evaluated the Chapter 1 Reading Program that served 5,914 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. The program provided service to 84 public elementary schools, 26 public middle schools, and 11 nonpublic schools. These students appeared unlikely to learn to read successfully without additional reading instruction. Program teachers provided small group instruction each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) of the treatment group of 4,400 pupils (90.5%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) of the 4,289 treatment group pupils with available retention data, 3,903 (91%) were promoted; (3) 4,107 (93.7%) of a treatment group of 4,383 pupils read 5 or more books at level 8 or above; (4) for an evaluation sample of 3,427 pupils, the average normal curve equivalent (NCE) change across grades was 11.9 NCEs in Total Reading; and (5) 4,456 different parents or guardians were involved in the program. Findings suggest continuation of the program with consideration given to five areas of concern. (Contains 24 figures of data.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS012259

Elementary and Secondary Education Act--Chapter 1

FINAL EVALUATION REPORT
1994-95

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G Thompson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 386 701

CHAPTER 1 READING PROGRAM

Graphics by:
Rosemary Lore, Professional Specialist
Under the Supervision of:
E. Jane Williams, Ph.D.

Written by:
Rosemary Lore, Professional Specialist
Under the Supervision of:
E. Jane Williams, Ph.D.

Data Analysis by:
Kathy Morgan, Professional Specialist
Under the Supervision of:
Richard A. Amorose, Ph.D

Columbus (Ohio) Public Schools
Department of Program Evaluation
Gary Thompson, Ph.D., Director

CS 012 259

The Columbus City School District does not discriminate because of race, color, national origin, religion, sex or handicap with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.

BEST COPY AVAILABLE

Elementary and Secondary Education Act-Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CHAPTER 1 READING PROGRAM
1994-95

Executive Summary

Program Description: The Chapter 1 Reading Program served 5914 pupils. Funding of the component was made available through the Elementary and Secondary Education Act-Chapter 1 of Title I of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988.

The purpose of the Chapter 1 Reading Program was to provide assistance to selected underachieving pupils in grades 1 through 8 in order that they might attain more fully their potential by improving their language and reading skills. The program featured small group instruction arranged according to pupil needs, as determined by continued cooperation between the program teacher and the classroom teacher. Inservice sessions were provided for various subgroups of program teachers.

The program provided service to 84 public elementary schools, 26 public middle schools, and 11 nonpublic schools. Because public school program teachers were funded 90% by Chapter 1 funds and 10% by the school district's general fund, they were called Chapter 1 Consulting Teachers. The most common service pattern was nine out of ten days. This schedule was devised in order to schedule Chapter 1 instruction for 90% of the teacher's time. Program teachers in the nonpublic schools served as full-time Chapter 1 teachers.

Time Interval: For evaluation purposes, the program started on September 22, 1994, for all grades. For evaluation based on standardized test data (needed for Federal and State Guidelines) the time interval ended March 31, 1995. This provided a maximum of 120 days for grades 1-8. An additional 19 school days (through May 5, 1995) were included in the time interval for evaluating Desired Outcomes not based on standardized test data. Each Desired Outcome had a pupil attendance criterion of attending 50 percent of scheduled program days for inclusion in the sample or treatment group.

Activities: Program teachers provided small group instruction to strengthen reading skills. Consultation with classroom teachers and parents was emphasized in order to provide for individual pupil needs.

Desired Outcomes: Desired Outcome 1 stated that at least 50 percent of the pupils (grades 1-8) in the treatment period (those who met the attendance criterion or were discontinued and were English-speaking) will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Chapter 1 teacher. Desired Outcome 2 stated that at least 75 percent of pupils who met the treatment group attendance criterion would be promoted to the next grade (grades 1-5) or pass their regular reading courses (grades 6-8). Desired Outcome 3 stated that at least 50 percent of the pupils in grade 1 would read at least five books at level 8 or above as certified by Chapter 1 teacher, and that at least 50 percent of the pupils in grades 2 and above in the treatment group who were not discontinued would independently read throughout the treatment period a minimum of ten books as certified by the Chapter 1 teacher.

Evaluation Design: The Evaluation Design included the Desired Outcomes stated above and the instruments used to measure them. Desired Outcomes 1, 2, and 3 were evaluated by means of locally constructed instruments and/or the district computer files. Guidelines for Federal and State aggregated NCE change scores require an aggregate gain of at least 2.0 NCEs in both Reading Comprehension and Total Reading at the building level. Norm-referenced tests were administered in a spring-to-spring testing cycle to evaluate the aggregate gain. The *Metropolitan Achievement Tests, Sixth Edition (MAT6)*, were administered to grades 1 and 2,

and the *California Achievement Tests* (CAT, 1985) were administered to grades 3-8 in the spring of 1994. The *Metropolitan Achievement Tests, Seventh Edition* (MAT7) were administered to grades 1-8 in the spring of 1995. Equating of the CAT and MAT6 tests administered in the spring of 1994, to the MAT7 tests, which were administered in the spring of 1995, was carried out by the Department of Program Evaluation, Columbus Public Schools, using percentile tables provided by the publishers, The Psychological Corporation. Analyses of the pretest to posttest data used for determining the aggregate gain were primarily in terms of NCE change scores. Although not part of the evaluation design, parent involvement information was also collected by program teachers.

Major Findings: The information collected on the Pupil Data Sheets indicated the program served 5914 public and nonpublic pupils. The average daily membership in the program was 4565.1 pupils. The average days of enrollment (days scheduled) per pupil was 100.8 days and the average attendance (days served) per pupil was 80.93 days.

Desired Outcome 1 stated that at least 50 percent of the pupils (grades 1-8) in the treatment period (those who met the attendance criterion or were discontinued and were English-speaking) will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Chapter 1 teacher. This outcome was achieved. Of the 4400 pupils in the treatment group, 3981 pupils (90.5%) met the criterion.

Desired Outcome 2 stated that at least 75 percent of pupils meeting the treatment group attendance criterion would be promoted to the next grade (grades 1-5) or pass their regular reading courses (grades 6-8). This Desired Outcome was met at every grade level. Of the 4289 pupils in this treatment group, 3903 pupils (91.0%) were promoted or passed their target courses.

Desired Outcome 3 stated that at least 50 percent of grade 1 treatment group pupils would read five books at or above text reading level 8 as certified by the Chapter 1 teacher and that at least 50 percent of grade 2 and above treatment group pupils, who were not discontinued, would independently read a minimum of ten books certified by the Chapter 1 teacher. This Desired Outcome was met at every grade. Of the 4383 pupils in the treatment group, 4107 (93.7%) of the pupils read the requisite number of books for their grade.

Additional analyses of aggregate achievement scores for Total Reading (basic skills) and for Comprehension (advanced skills) for grades 2-8 were required by Federal and State guidelines. The Total Reading aggregate achievement scores for grades 2-8 showed that for the evaluation sample of 3427 pupils, the average change score across grades was 11.9 NCE points. Changes ranged from 18.8 NCEs in grade 5 to a change of 8.1 NCEs in grade 4. For Comprehension the aggregate achievement scores for grades 2-8 showed that for the evaluation sample of 3498 pupils the average change score across grades was 12.7 NCE points. Changes ranged from 19.1 NCEs in grade 5 to a change of 7.3 NCEs in grade 4. Results were given to individual schools affected by these outcomes.

The MAT6 and CAT pretest scores from Spring 1994 were converted to MAT7 scores using equating tables provided by The Psychological Corporation, publishers of the MAT7. Although accepted statistical procedures were used in the equating of the CAT to the MAT7, investigations of the equating tables suggest that equated CAT scores on the MAT7 are underestimates of the scores students would have received had they taken the MAT7 in Spring 1994. Therefore, the gains in grades 4 through 8 where the CAT was the pretest are likely inflated. At grades 2 and 3 where a MAT6 pretest was converted to a MAT7, the equating is acceptable and the gains are likely realistic. Developing accurate equating tables between the MAT6 and the MAT7 was part of publishing the MAT7 and was done under controlled conditions. The equating between CAT and MAT7 was based on data collected in Detroit and can only be as good as the data collected in Detroit.

Parent involvement data indicated that an unduplicated count of 4456 parents of pupils in treatment were involved in one or more parent involvement activities, and that 80.7% of pupils in the treatment group had one or more parents who were involved.

Process evaluation was conducted to monitor the record-keeping procedures of teachers. Telephone conferences, on-site visitation, and inspections of records were instrumental in assuring accuracy.

Recommendations

The following recommendations are made to strengthen the 1995-96 Chapter 1 Reading Program:

1. Since the program was highly successful in achieving each of its Desired Outcomes, it is strongly recommended that the program be continued.

2. Of the 5914 pupils served in grades 1-8, only 4400 (74.4%) met criterion to be included in any treatment group, i.e. attended 50 percent of time. Ways to improve attendance need to be studied.

3. Federal and State Program personnel should continue to provide supervision through inservice and school visitations to maintain the feeling among program teachers of having a strong support system.

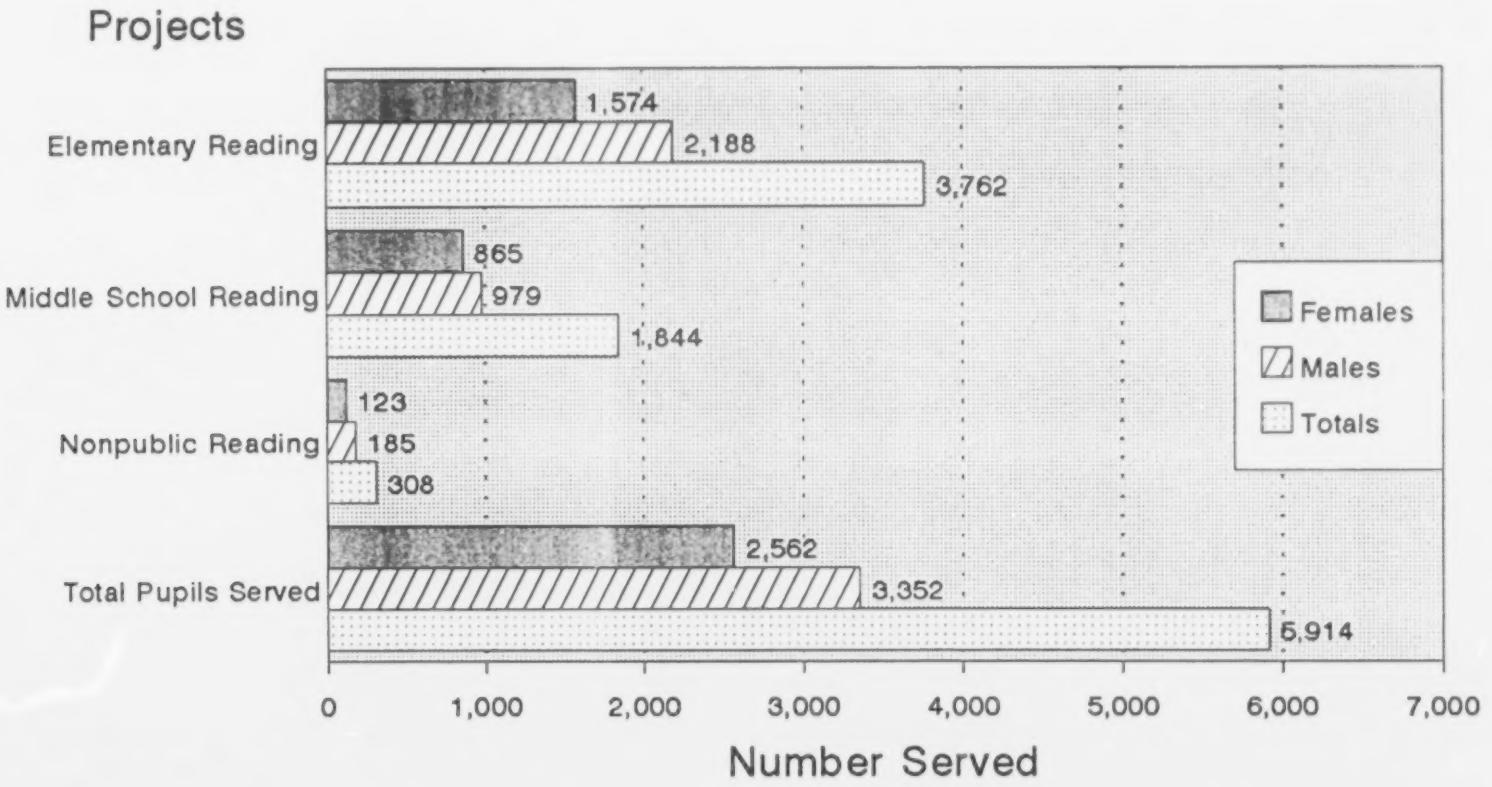
4. The Department of Program Evaluation should continue monitoring of record keeping and data collection. This has been helpful in assuring the validity of data collected.

5. Administrators and staff should develop a plan to insure that joint planning with program teachers is occurring. Teacher schedules and locations in a building have sometimes acted as constraints to more frequent and formal joint planning particularly at the middle school level.

Chapter 1 Reading Program 1994-95

Number of All Pupils Served by Project and Gender

FIGURE 1

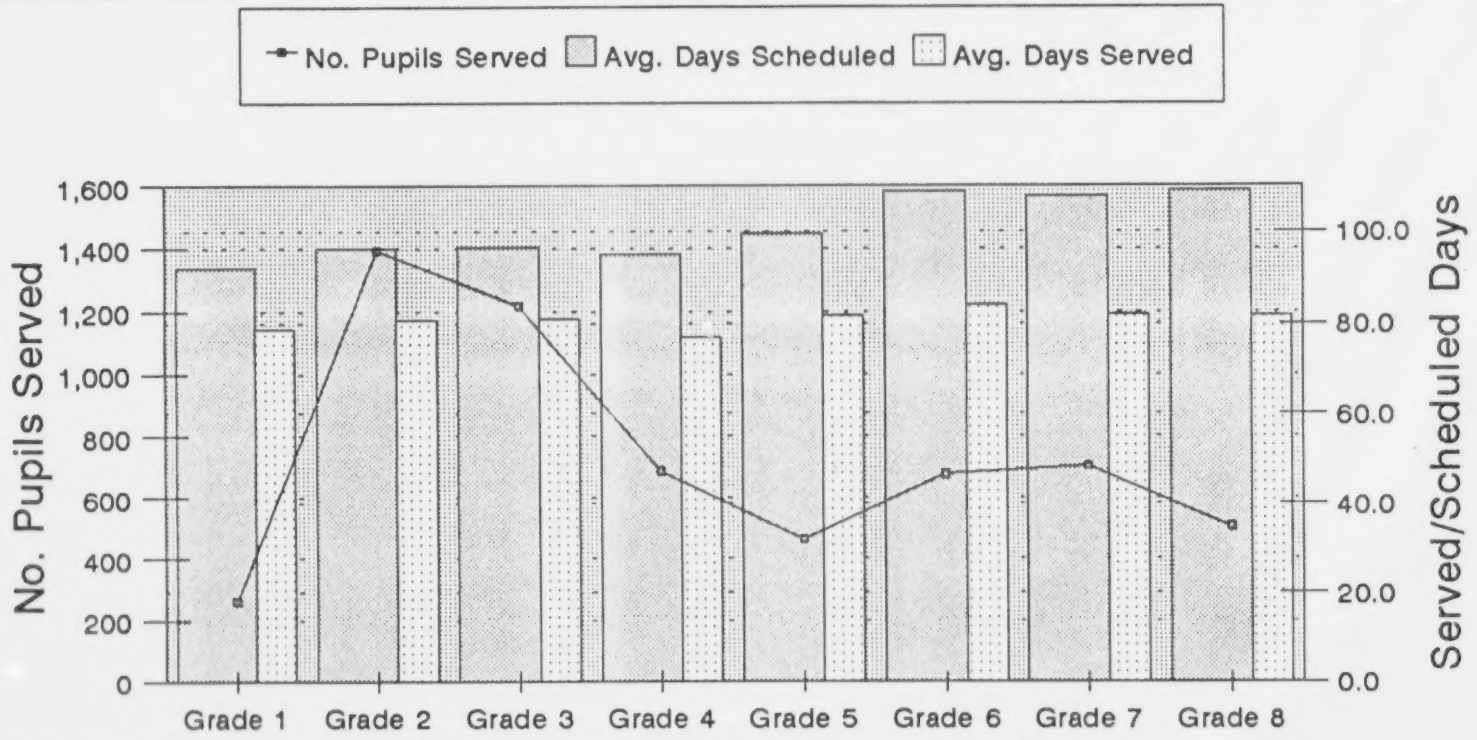


P:\HG3\DATA\READ9495\FIGURE01.CH3 (FRPT1)

Chapter 1 Reading Program 1994-95

No. Pupils Served and Average Days Scheduled and Served by Grade

FIGURE 2



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. Pupils Served	261	1,392	1,219	688	464	677	706	507
Avg. Days Scheduled	91.9	96.2	96.4	94.9	99.4	108.8	107.7	109.2
Avg. Days Served	78.7	80.7	81.0	76.8	81.8	84.0	82.0	81.8

P:\HG3\DATA\READ9495\FIGUREO2.CH3 (FRPT16-17)

Elementary and Secondary Education Act--Chapter 1

Final Evaluation Report
Language Development Component

CHAPTER 1 READING PROGRAM

1994-95

Desired Outcome 1

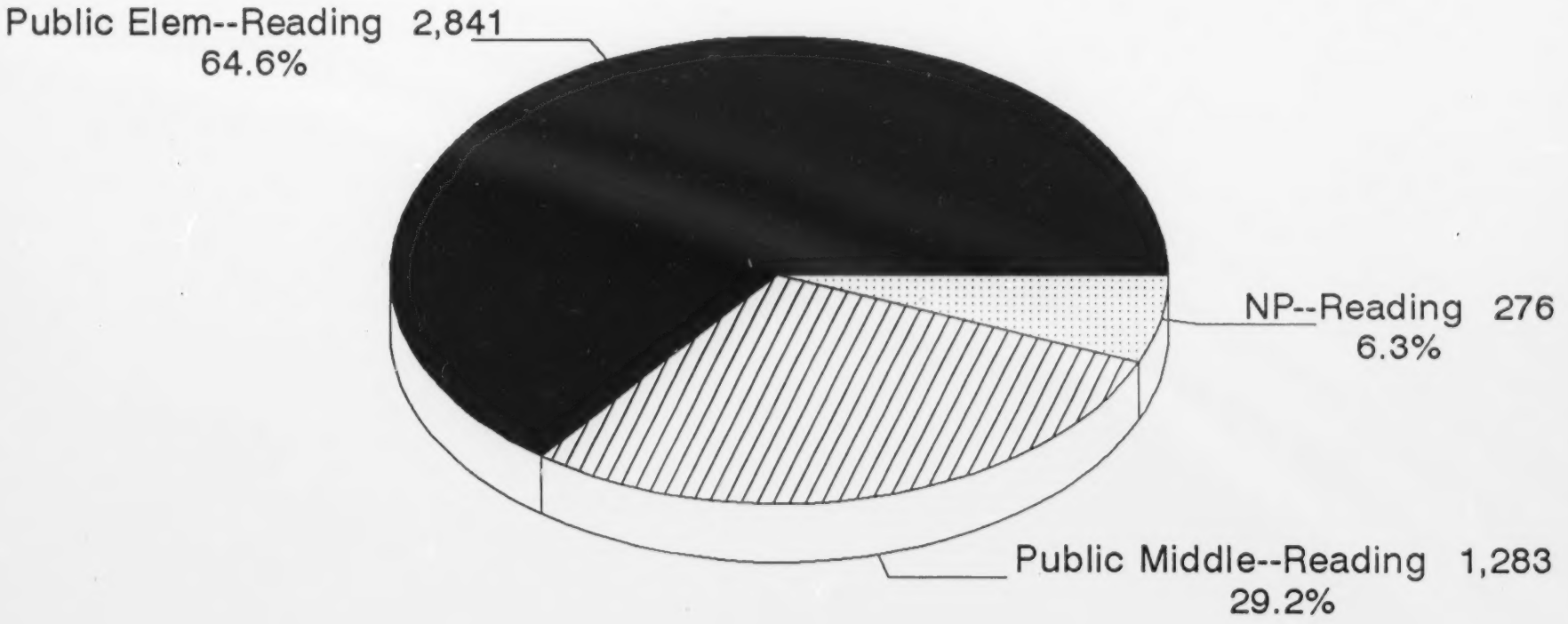
Desired Outcome 1: At least 50 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Chapter 1 teacher.

P:\P502\FRPTRD95
9-20-95 10:29 AM

Chapter 1 Reading Program 1994-95

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 1

FIGURE 3



The total number in the treatment group for Desired Outcome 1 consisted of 4,400 Pupils.

P:\HG3\DATA\READ9495\FIGURE03.CH3 (FRPT116)

Desired Outcome 1 Results for 1994-95

Elementary and Secondary Education Act--Chapter 1

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 1 which states: At least 50 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Chapter 1 teacher.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting performance criterion. Major findings are presented in summary statements below and in charts for your convenience.

- Summary Statements for all public and nonpublic reading (grades 1-8) project pupils.

  > Of the 4400 pupils in the treatment group, 3981 (90.5%) met the performance criterion for Desired Outcome 1.
  > All grades in the overall program met the 50 percent performance criterion for Desired Outcome 1.

- Summary Statements for Public Elementary Reading.

  > Of the 2841 pupils in the public school elementary reading treatment group, 2524 (88.8%) met the performance criterion for Desired Outcome 1.
  > All grades in the public elementary project met the 50 percent performance criterion for Desired Outcome 1.

- Summary Statements for Public Middle School Reading.

  > Of the 1283 pupils in the public middle school reading treatment group, 1182 (92.1%) met the performance criterion for Desired Outcome 1.
  > All grades in the public middle school project met the 50 percent performance criterion for Desired Outcome 1.

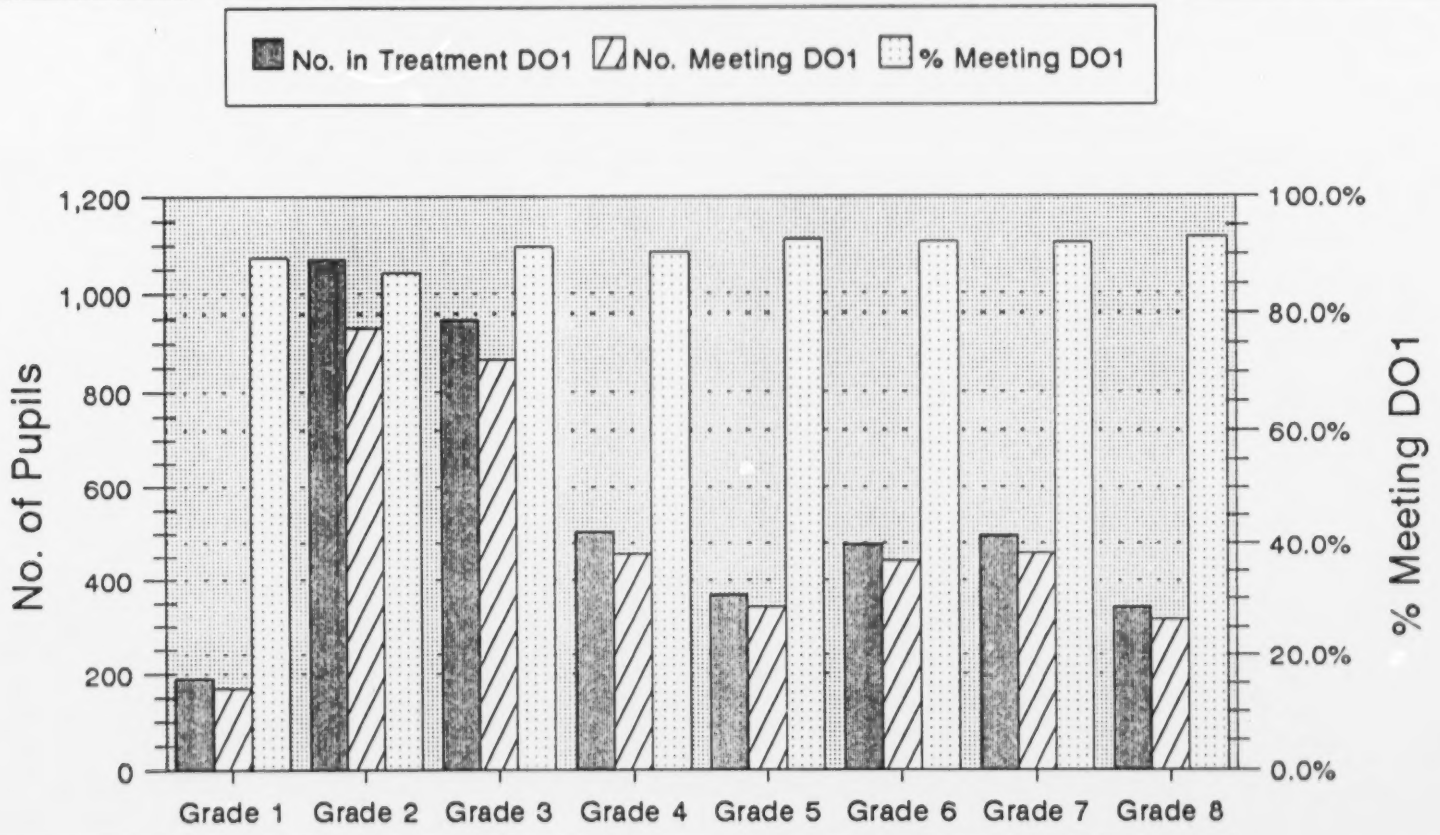
- Summary Statements for Nonpublic Program Reading.

  > Of the 276 pupils in the reading treatment group, 275 (99.6%) met the performance criterion for Desired outcome 1.
  > All grades in the nonpublic project met the 50 percent performance criterion for Desired Outcome 1.

Chapter 1 Reading Program 1994-95

Number and Percent by Grade for All Pupils in Treatment Group Meeting Desired Outcome 1

FIGURE 4



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO1	189	1,072	948	504	369	479	498	341
No. Meeting DO1	169	931	866	456	342	442	458	317
% Meeting DO1	89.4%	86.8%	91.4%	90.5%	92.7%	92.3%	92.0%	93.0%

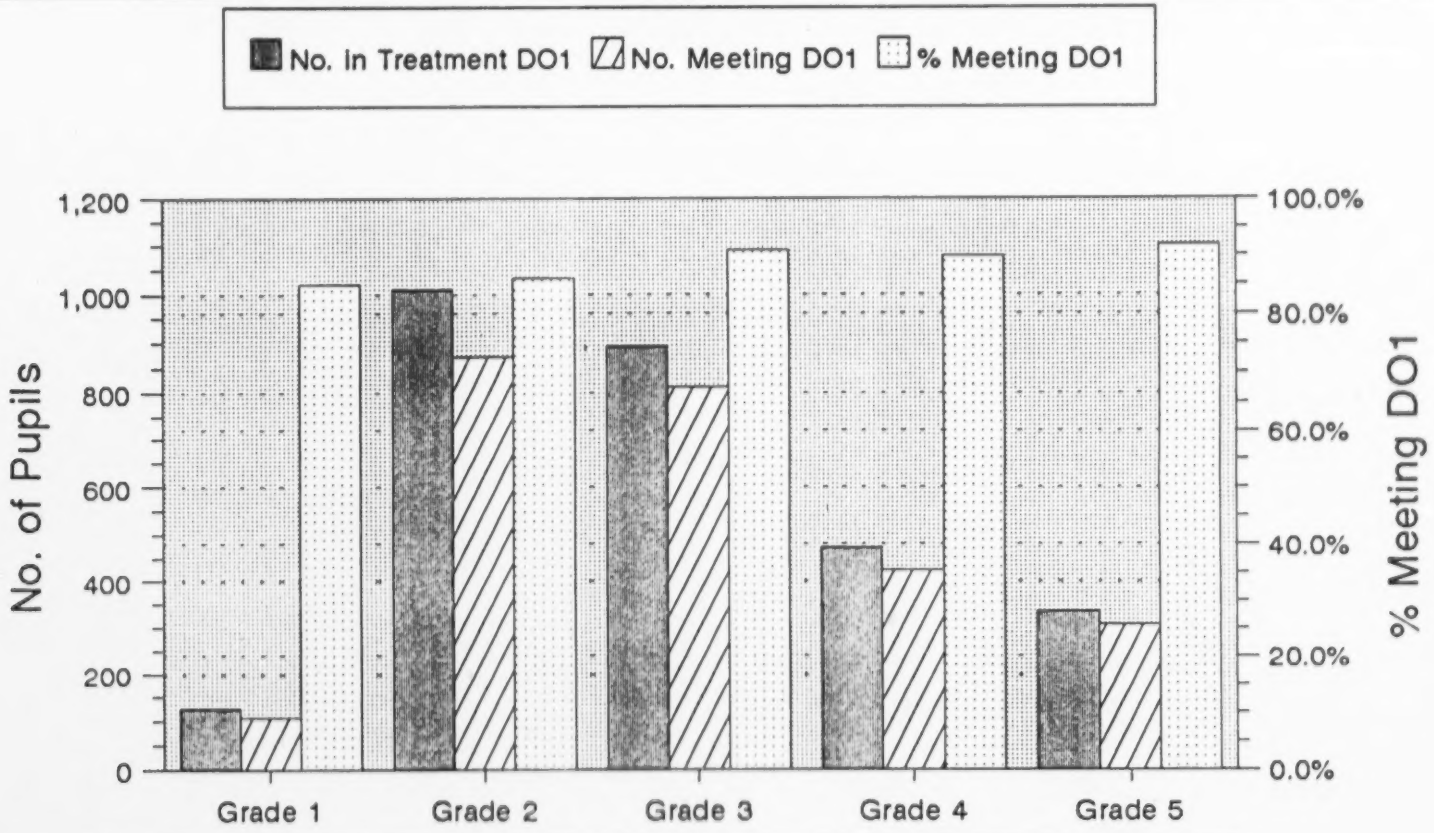
Of the 4,400 pupils in the reading treatment group, 3,981 (90.5%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE04.CH3 (FRPT116)

Desired Outcome 1: Strategic Processing

Number and Percent of Public Elementary School Pupils Who Met Criterion by Grade

FIGURE 5



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
No. in Treatment DO1	127	1,012	893	474	335
No. Meeting DO1	108	871	811	426	308
% Meeting DO1	85.0%	86.1%	90.8%	89.9%	91.9%

22

23

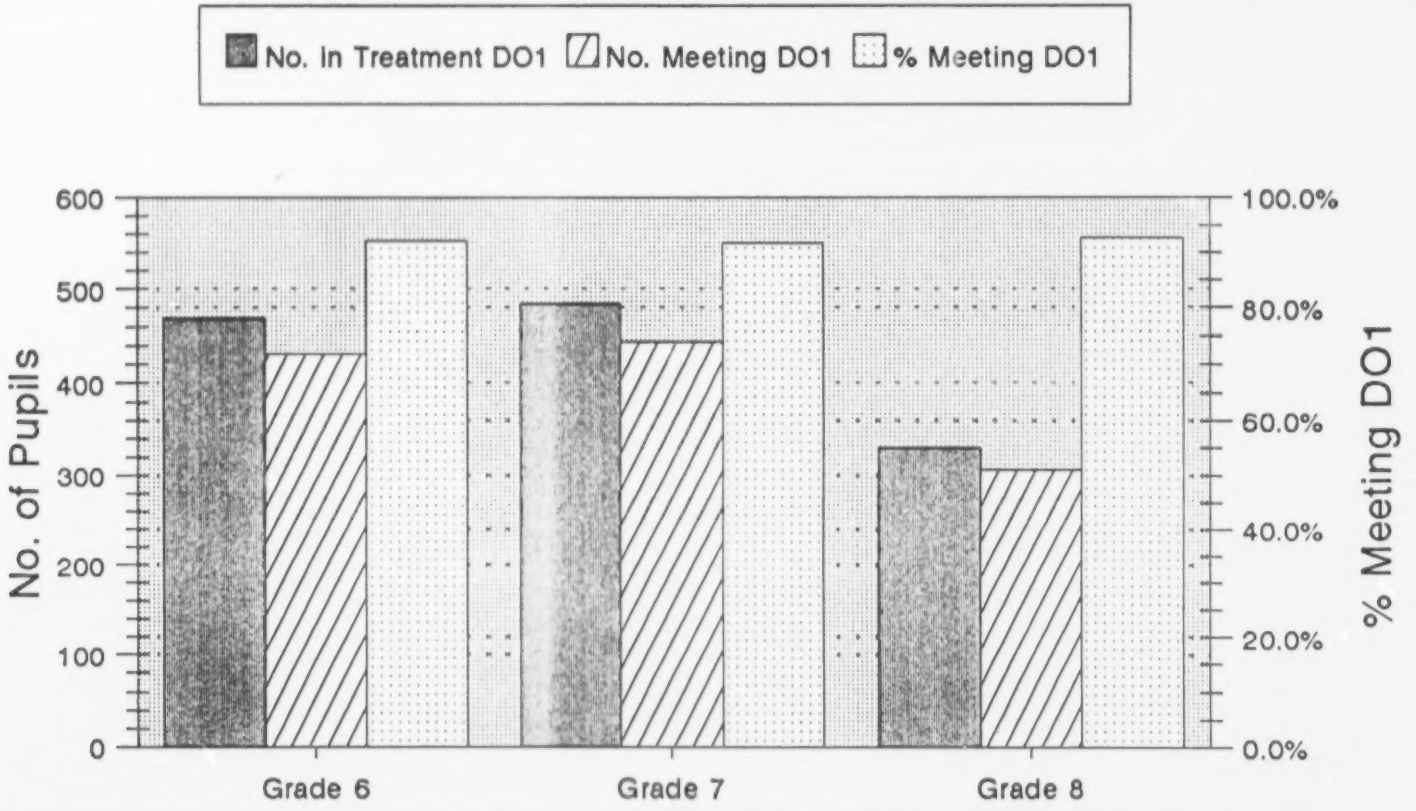
Of the 2,841 pupils in the reading treatment group, 2,524 (88.8%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE05.CH3 (FRPT116-117)

Desired Outcome 1: Strategic Processing

Number and Percent of Public Middle School Pupils Who Met Criterion by Grade

FIGURE 6



	Grade 6	Grade 7	Grade 8
No. in Treatment DO1	469	484	330
No. Meeting DO1	432	444	306
% Meeting DO1	92.1%	91.7%	92.7%

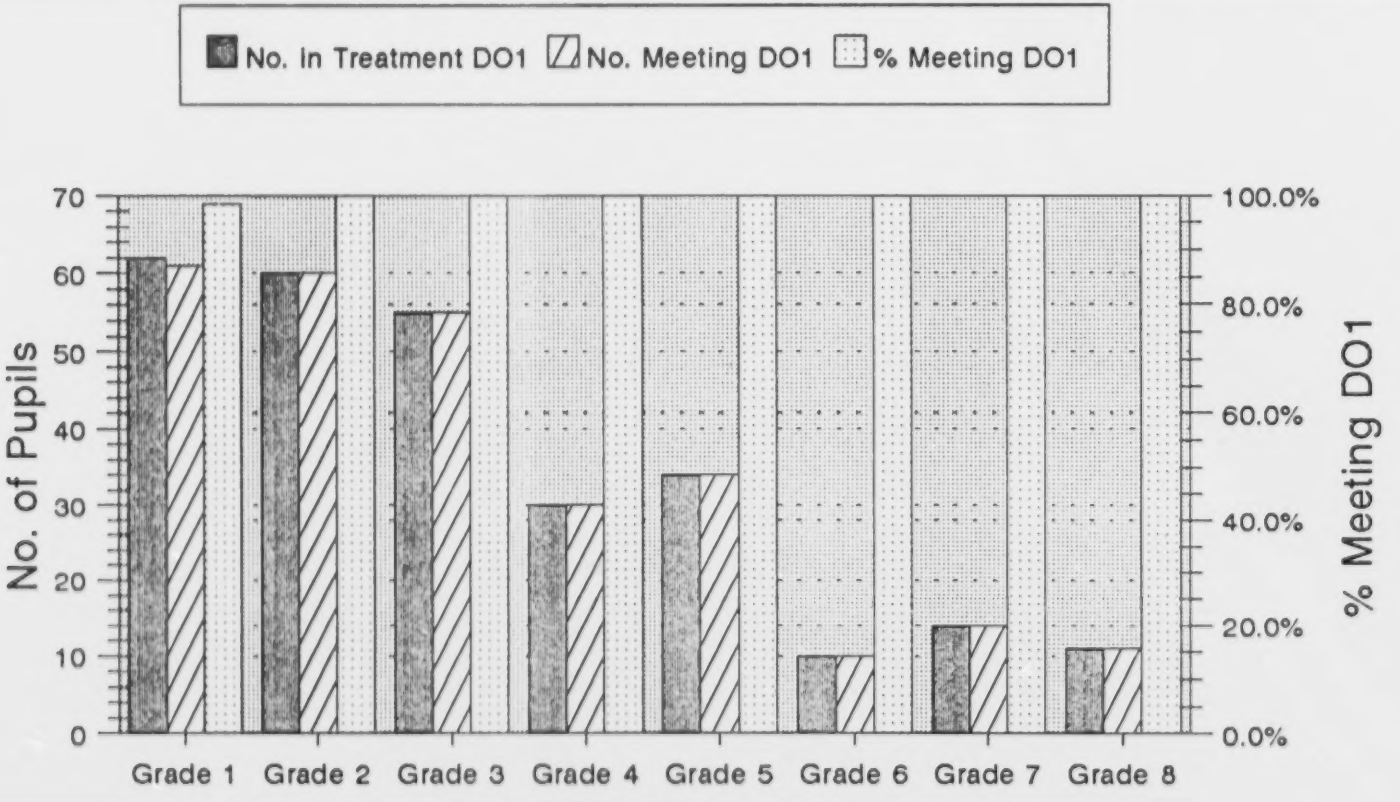
Of the 1,283 pupils in the reading treatment group, 1,182 (92.1%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE06.CH3 (FRPT116-117)

Desired Outcome 1: Strategic Processing

Number and Percent of Nonpublic Program Pupils Who Met Criterion by Grade

FIGURE 7



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. In Treatment DO1	62	60	55	30	34	10	14	11
No. Meeting DO1	61	60	55	30	34	10	14	11
% Meeting DO1	98.4%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Of the 276 pupils in the reading treatment group, 275 (99.6%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE07.CH3 (FRPT116-117)

Elementary and Secondary Education Act--Chapter 1

Final Evaluation Report
Language Development Component

CHAPTER 1 READING PROGRAM

1994-95

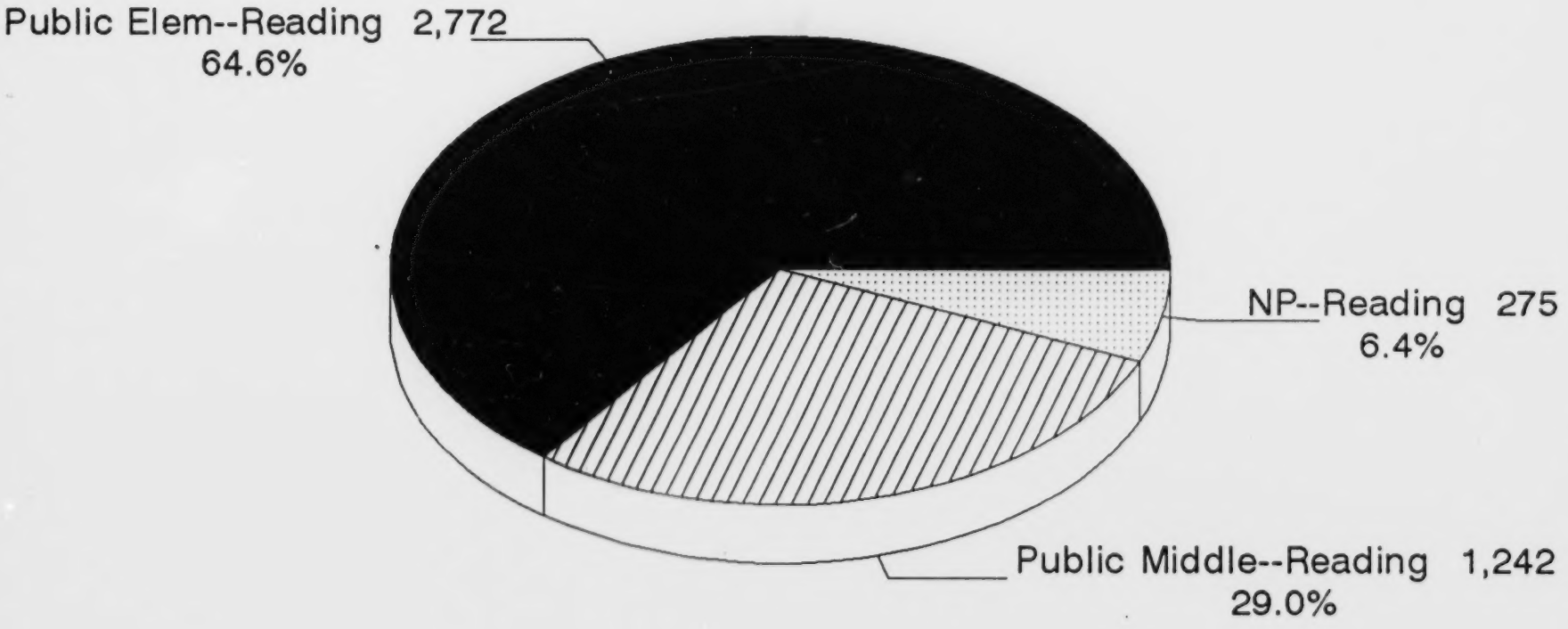
Desired Outcome 2

Desired Outcome 2: At least 75 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level at the elementary level or by passing the course in which reading instruction occurs at the middle school level. At the middle school level only pupils who are enrolled in a reading course will be included.

P:\P502\FRPTRD95
9-20-95 10:29 AM

Chapter 1 Reading Program 1994-95

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 2
FIGURE 8



The total number in the treatment group for Desired Outcome 2 consisted of 4,289 Pupils.

P:\HG3\DATA\READ9495\FIGURE08.CH3 (FRPT125)

Desired Outcome 2 Results for 1994-95

Elementary and Secondary Education Act--Chapter 1

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 2 which states: At least 75 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level at the elementary level or by passing the course in which reading instruction occurs at the middle school level. At the middle school level only pupils who are enrolled in a reading course will be included.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting the criterion. The results are presented in summary statements below, and in charts for your convenience.

- Summary Statements for all public and nonpublic reading (grades 1-8) project pupils.

  > Of the 4289 pupils in the treatment group, 3903 (91.0%) met the performance criterion for Desired Outcome 2.
  > All grades in the overall program met the 75 percent performance criterion for Desired Outcome 2.

- Summary Statements for Public Elementary Reading.

  > Of the 2772 pupils in the public school elementary reading treatment group, 2609 (94.1%) met the performance criterion for Desired Outcome 2.
  > All grades in the public elementary project met the 75 percent performance criterion for Desired Outcome 2.

- Summary Statements for Public Middle School Reading.

  > Of the 1242 pupils in the public middle school reading treatment group, 1038 (83.6%) met the performance criterion for Desired Outcome 2.
  > All grades in the public middle school project met the 75 percent performance criterion for Desired Outcome 2.

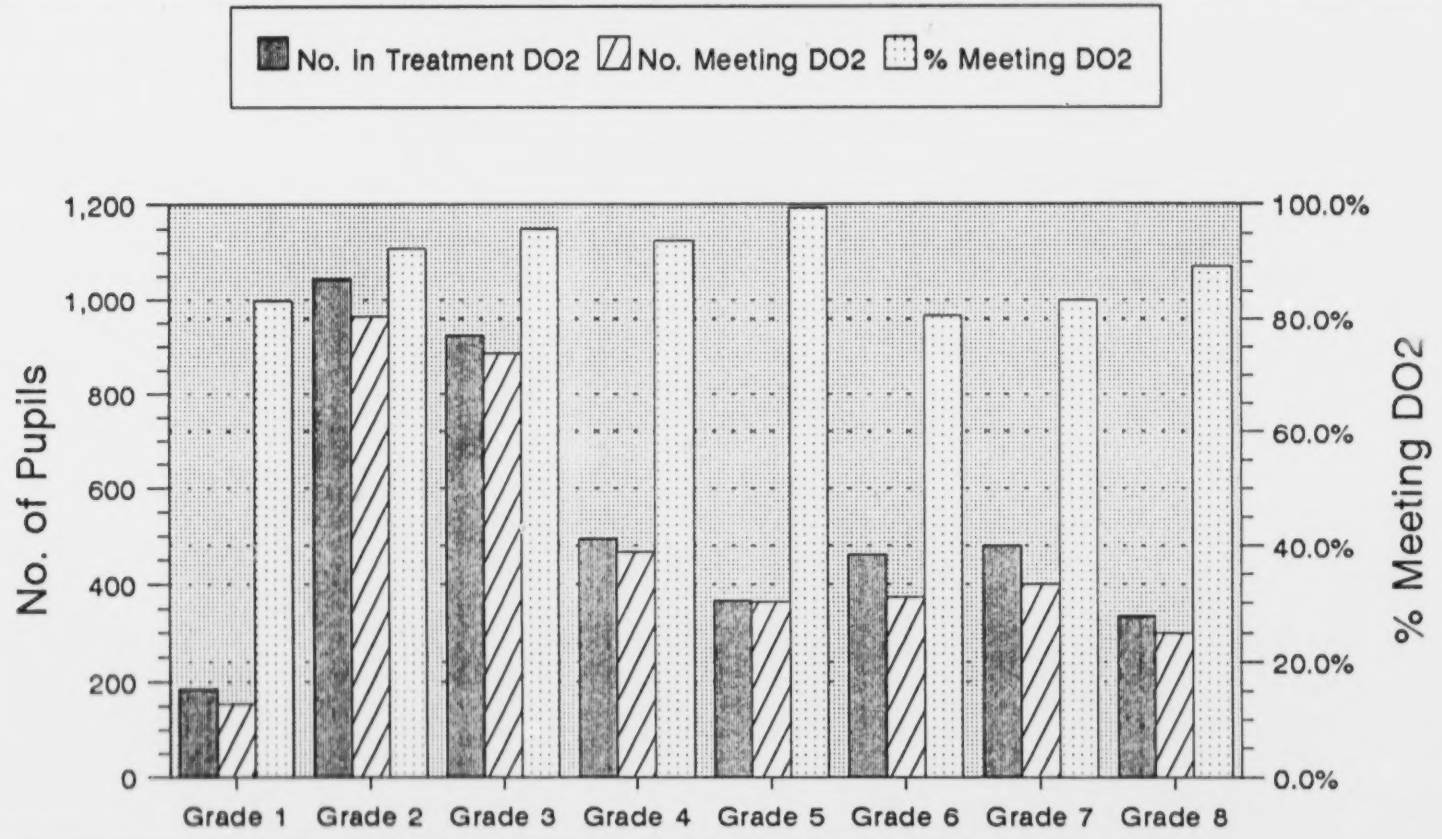
- Summary Statements for Nonpublic Program Reading.

  > Of the 275 pupils in the nonpublic reading treatment group, 256 (93.1%) met the performance criterion for Desired Outcome 2.
  > All grades in the nonpublic project met the 75 percent performance criterion for Desired Outcome 2.

Chapter 1 Reading Program 1994-95

Number and Percent by Grade for All Pupils in Treatment Group Meeting Desired Outcome 2

FIGURE 9



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO2	185	1,044	923	495	365	462	480	335
No. Meeting DO2	154	965	885	465	363	372	400	299
% Meeting DO2	83.2%	92.4%	95.9%	93.9%	99.5%	80.5%	83.3%	89.3%

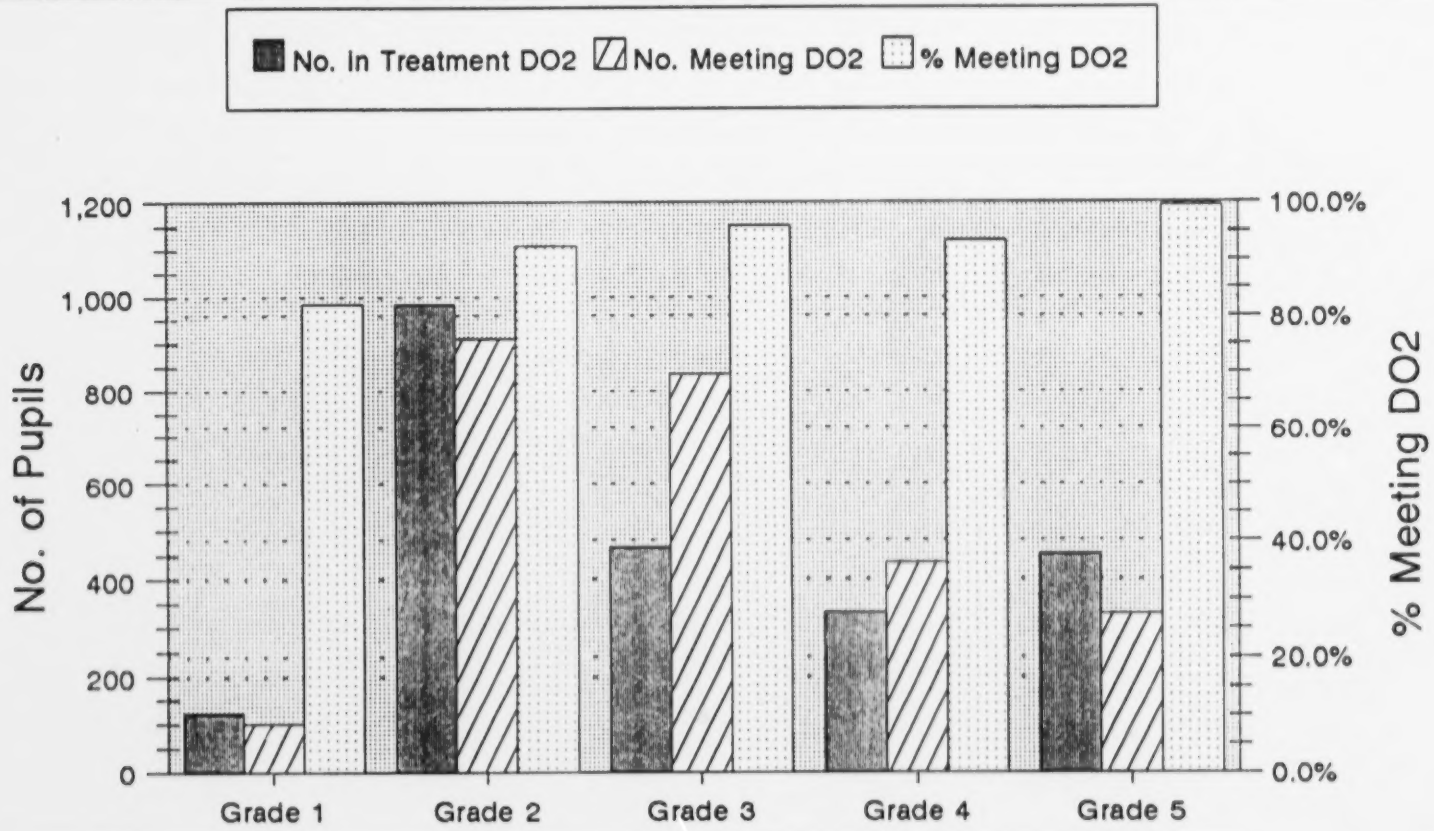
Of the 4,289 pupils in the reading treatment group, 3,903 (91.0%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE09.CH3 (FRPT125)

Desired Outcome 2: Promoted (Grades 1-5)

Number and Percent of Public Elementary School Pupils Who Met Criterion by Grade

FIGURE 10



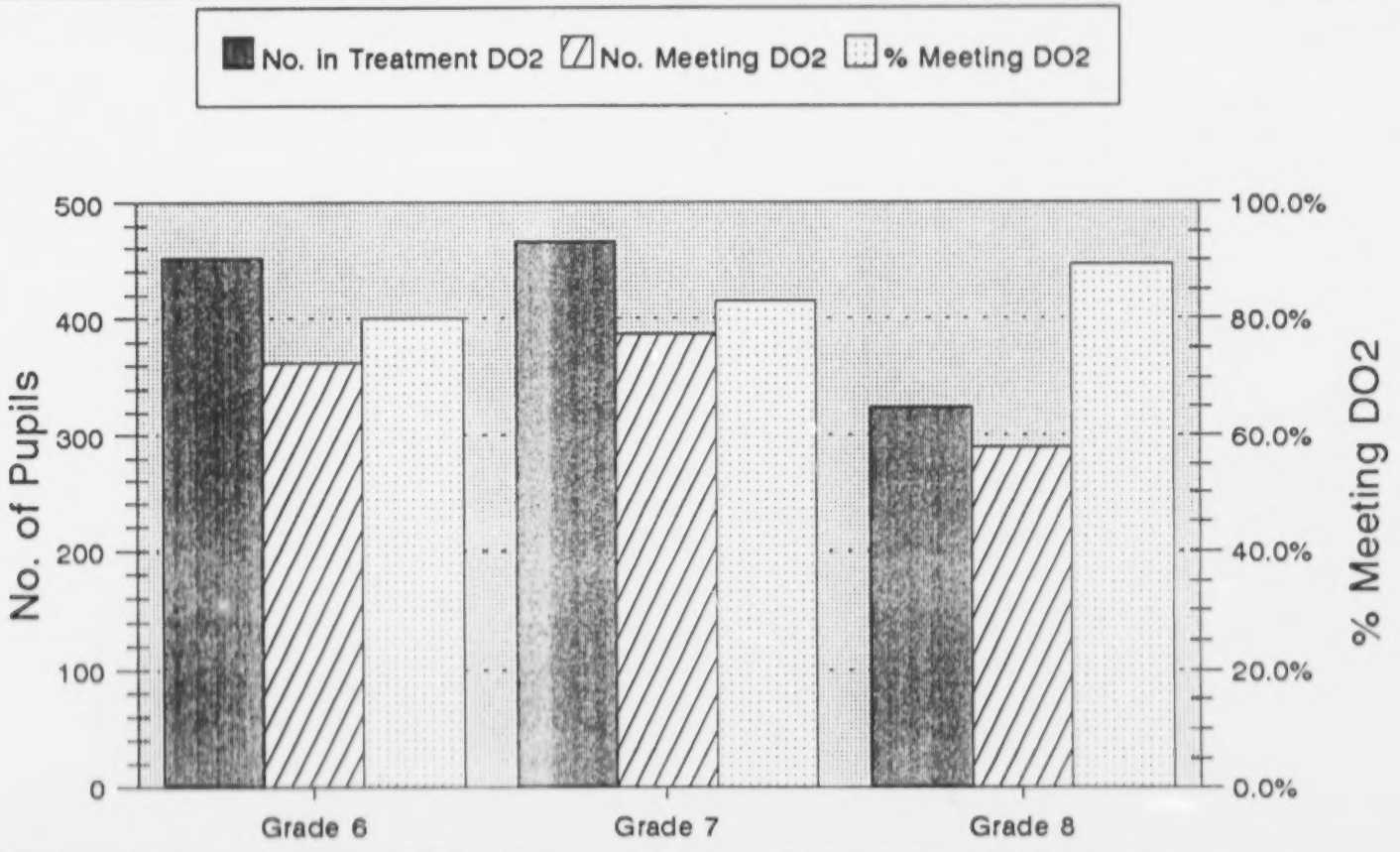
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
No. In Treatment DO2	123	984	465	331	452
No. Meeting DO2	101	909	835	435	329
% Meeting DO2	82.1%	92.4%	96.1%	93.5%	99.4%

Of the 2,772 pupils in the reading treatment group, 2,609 (94.1%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE10.CH3 (FRPT125-126)

Desired Outcome 2: Passed Reading Course (Grades 6-8)

Number and Percent of Public Middle School Pupils Who Met Performance Criterion by Grade
FIGURE 11



	Grade 6	Grade 7	Grade 8
No. in Treatment DO2	452	466	324
No. Meeting DO2	362	387	289
% Meeting DO2	80.1%	83.0%	89.2%

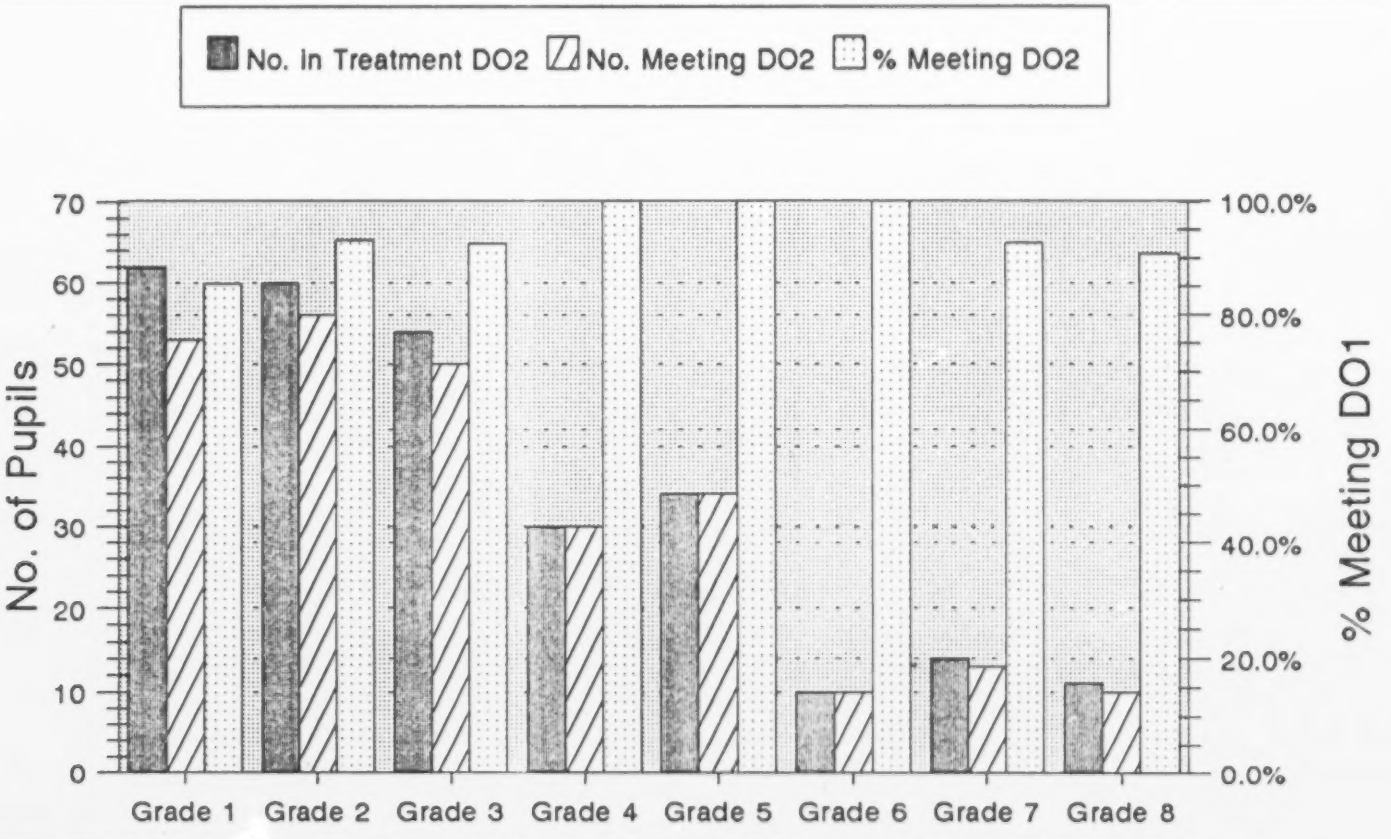
Of the 1,242 pupils in the reading treatment group, 1,038 (83.6%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE11.CH3 (FRPT125-126)

Desired Outcome 2: Promoted or Passed Course

Number and Percent of Nonpublic Program Pupils Who Met Performance Criterion by Grade

FIGURE 12



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO2	62	60	54	30	34	10	14	11
No. Meeting DO2	53	56	50	30	34	10	13	10
% Meeting DO2	85.5%	93.3%	92.6%	100.0%	100.0%	100.0%	92.9%	90.9%

Of the 275 pupils in the reading treatment group, 256 (93.1%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE12.CH3 (FRPT125-126)

Elementary and Secondary Education Act--Chapter 1

Final Evaluation Report
Language Development Component

CHAPTER 1 READING PROGRAM

1994-95

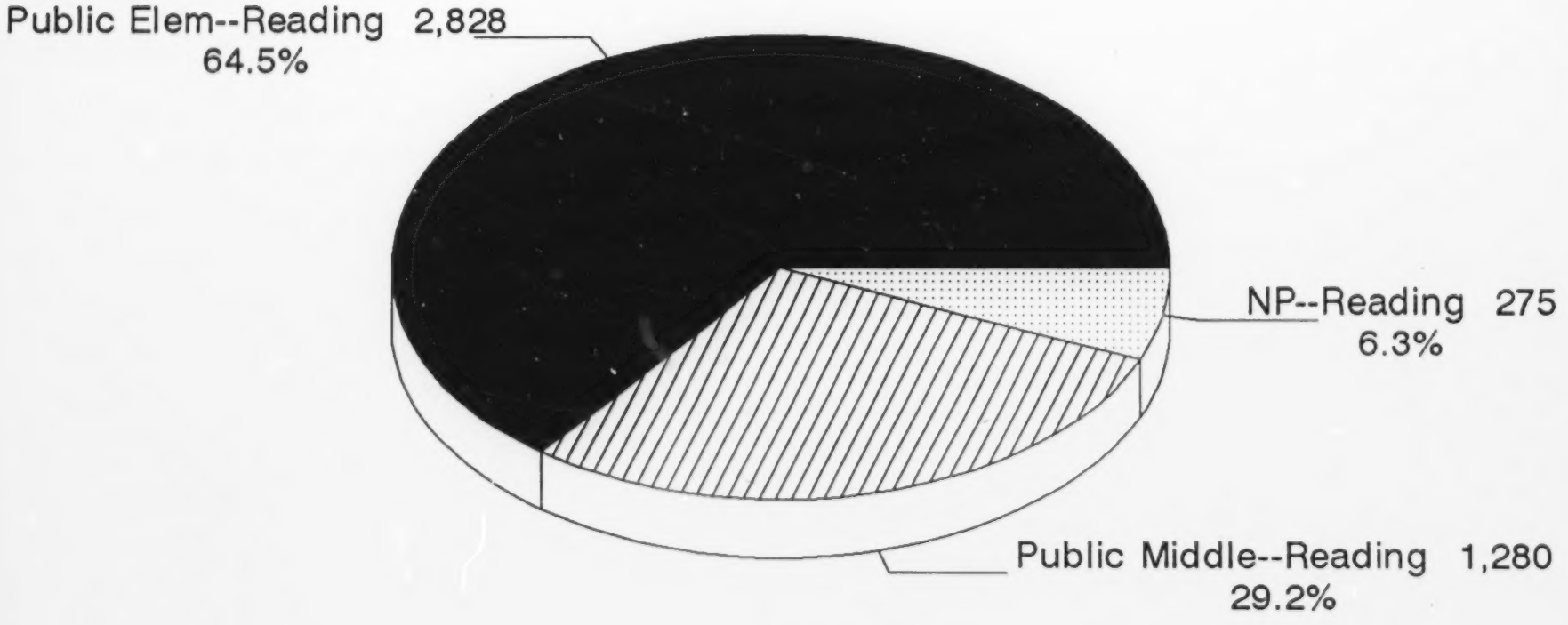
Desired Outcome 3

Desired Outcome 3: Of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period at least 50 percent of the pupils will read at least five books at text reading level 8 or above as certified by the Chapter 1 teacher. At least 50 percent of the pupils in grades 2 and above who attended the program at least 50 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the Chapter 1 teacher.

Chapter 1 Reading Program 1994-95

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 3

FIGURE 13



The total number in the treatment group for Desired Outcome 3 consisted of 4,383 Pupils.

P:\HG3\DATA\READ9495\FIGURE13.CH3 (FRPT133)

Desired Outcome 3 Results for 1994-95

Elementary and Secondary Education Act--Chapter 1

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 3 which states: Of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period, at least 50 percent of the pupils will read at least five books at Text Reading level 8 or above as certified by the Chapter 1 teacher. At least 50 percent of the pupils in grades 2 and above who attended the program at least 50 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the Chapter 1 teacher.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting the criterion. The results are presented in summary statements below, and in charts for your convenience.

- Summary Statements for all public and nonpublic Reading (grades 1-8) project pupils.

  > Of the 4383 pupils in the treatment group, 4107 (93.7%) met the performance criterion for Desired Outcome 3.
  > All grades in the overall program met the 50 percent performance criterion for Desired Outcome 3.

- Summary Statements for Public Elementary Reading.

  > Of the 2828 pupils in the public school elementary reading treatment group, 2673 (94.5%) met the performance criterion for Desired Outcome 3.
  > All grades in the public elementary project met the 50 percent performance criterion for Desired Outcome 3.

- Summary Statements for Public Middle School Reading.

  > Of the 1280 pupils in the public middle school reading treatment group, 1165 (91.0%) met the performance criterion for Desired Outcome 3.
  > All grades in the public middle school project met the 50 percent performance criterion for Desired Outcome 3.

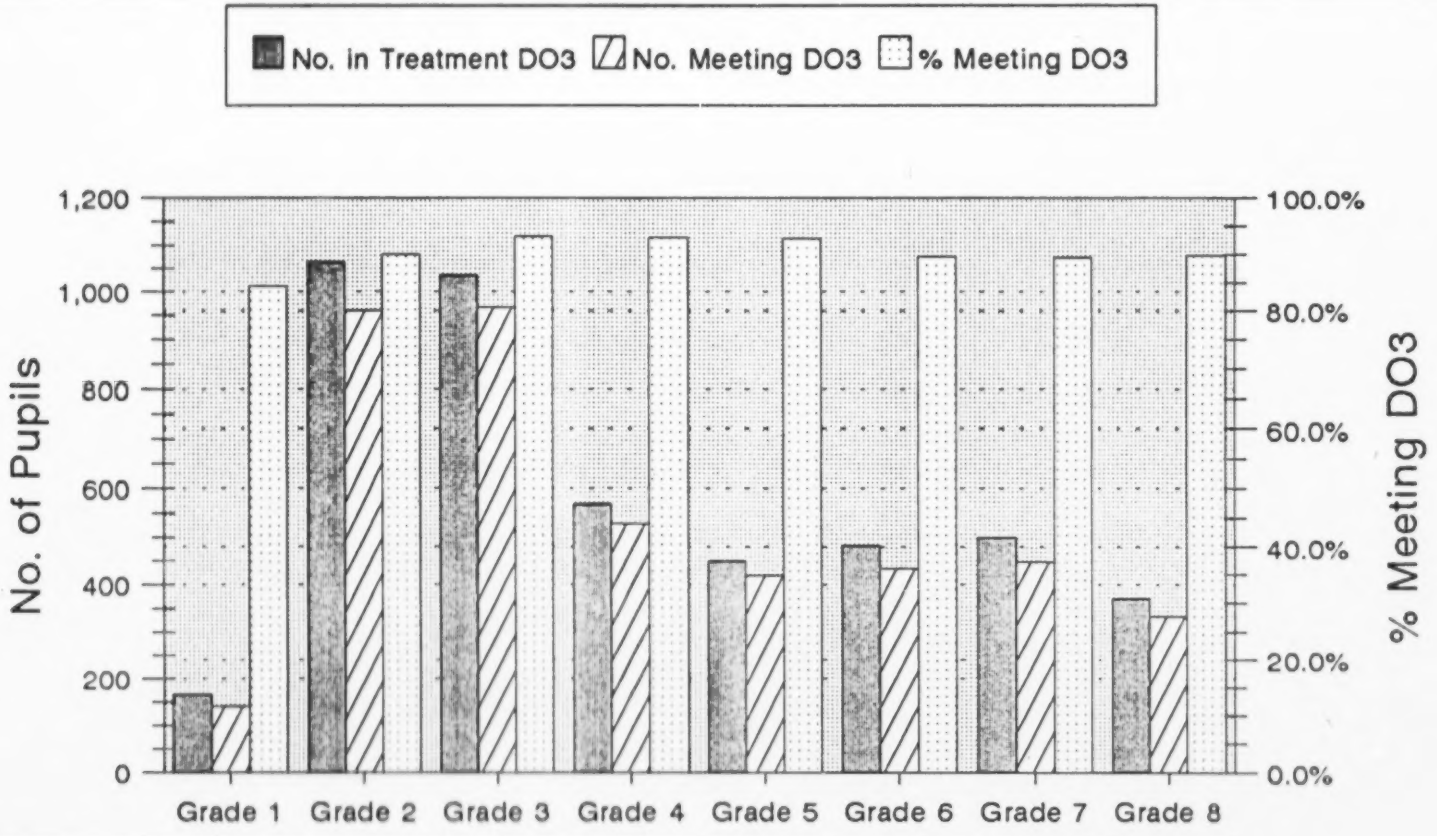
- Summary Statements for Nonpublic Program Reading.

  > Of the 275 pupils in the nonpublic reading treatment group, 269 (97.8%) met the performance criterion for Desired Outcome 3.
  > All grades in the nonpublic project met the 50 percent performance criterion for Desired Outcome 3.

Chapter 1 Reading Program 1994-95

Number and Percent by Grade for All Pupils in Treatment Group Meeting Desired Outcome 3

FIGURE 14



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO3	166	1,065	1,036	568	450	482	499	371
No. Meeting DO3	140	959	967	529	418	432	446	333
% Meeting DO3	84.3%	90.0%	93.3%	93.1%	92.9%	89.6%	89.4%	89.8%

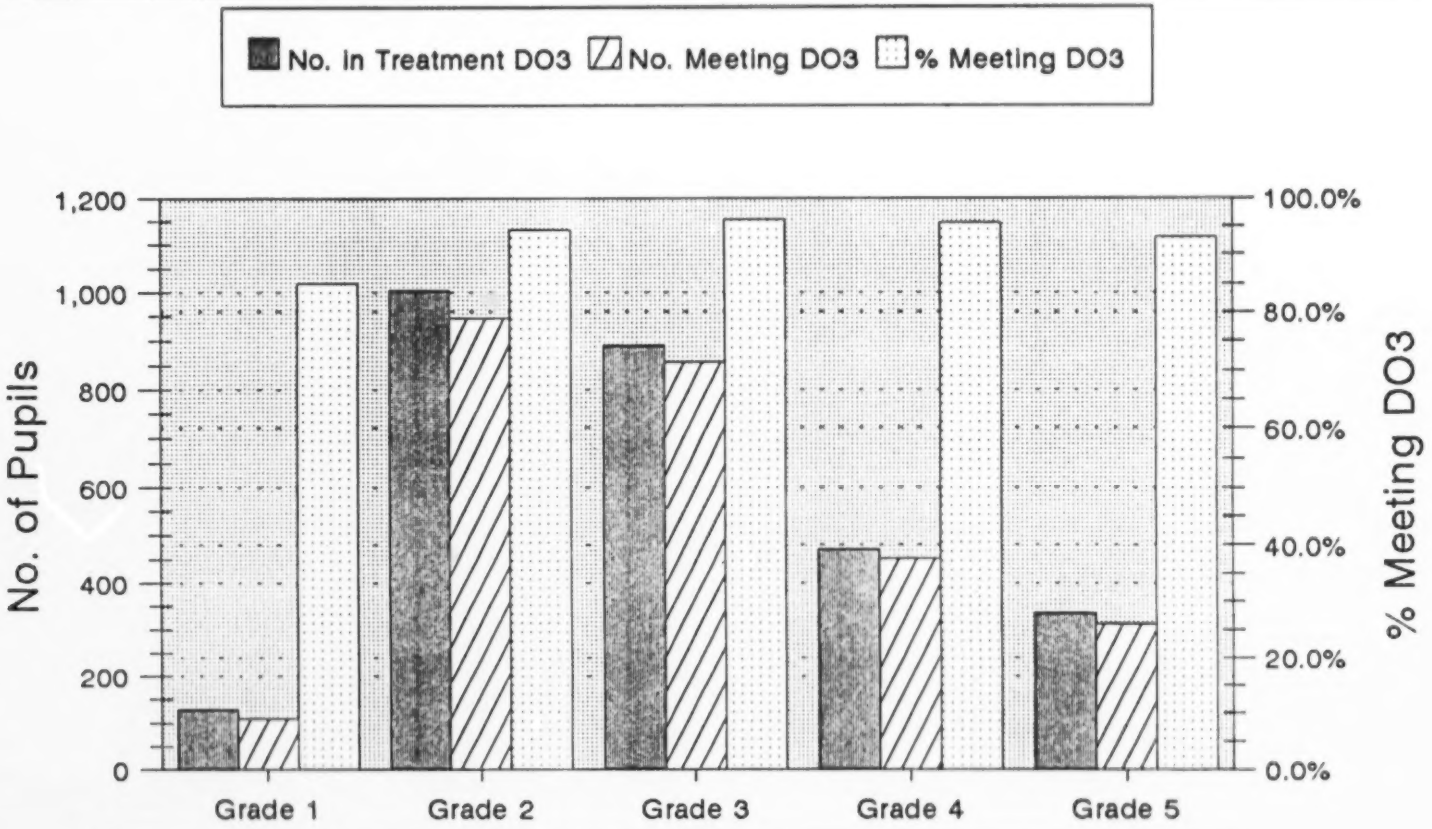
Of the 4,383 pupils in the reading treatment group, 4,107 (93.7%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE14.CH3 (FRPT133)

Desired Outcome 3: Read a Given Number of Books

Number and Percent of Public Elementary School Pupils Who Met Criterion by Grade

FIGURE 15



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
No. in Treatment DO3	127	1,004	890	472	335
No. Meeting DO3	108	946	856	451	312
% Meeting DO3	85.0%	94.2%	96.2%	95.6%	93.1%

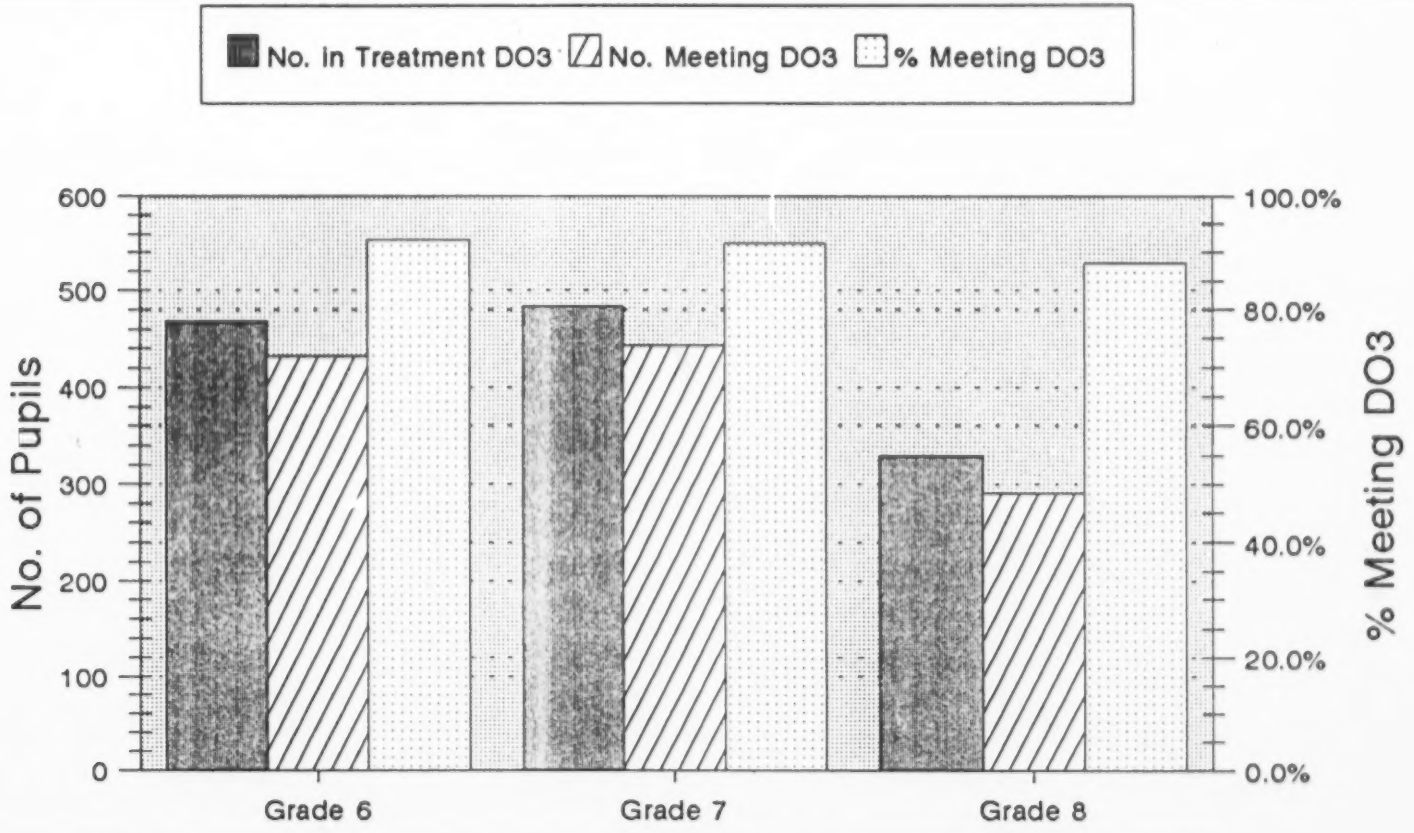
Of the 2,828 pupils in the reading treatment group, 2,673 (94.5%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE15.CH3 (FRPT133-134)

Desired Outcome 3: Read a Given Number of Books

Number and Percent of Public Middle School Pupils Who Met Performance Criterion by Grade

FIGURE 16



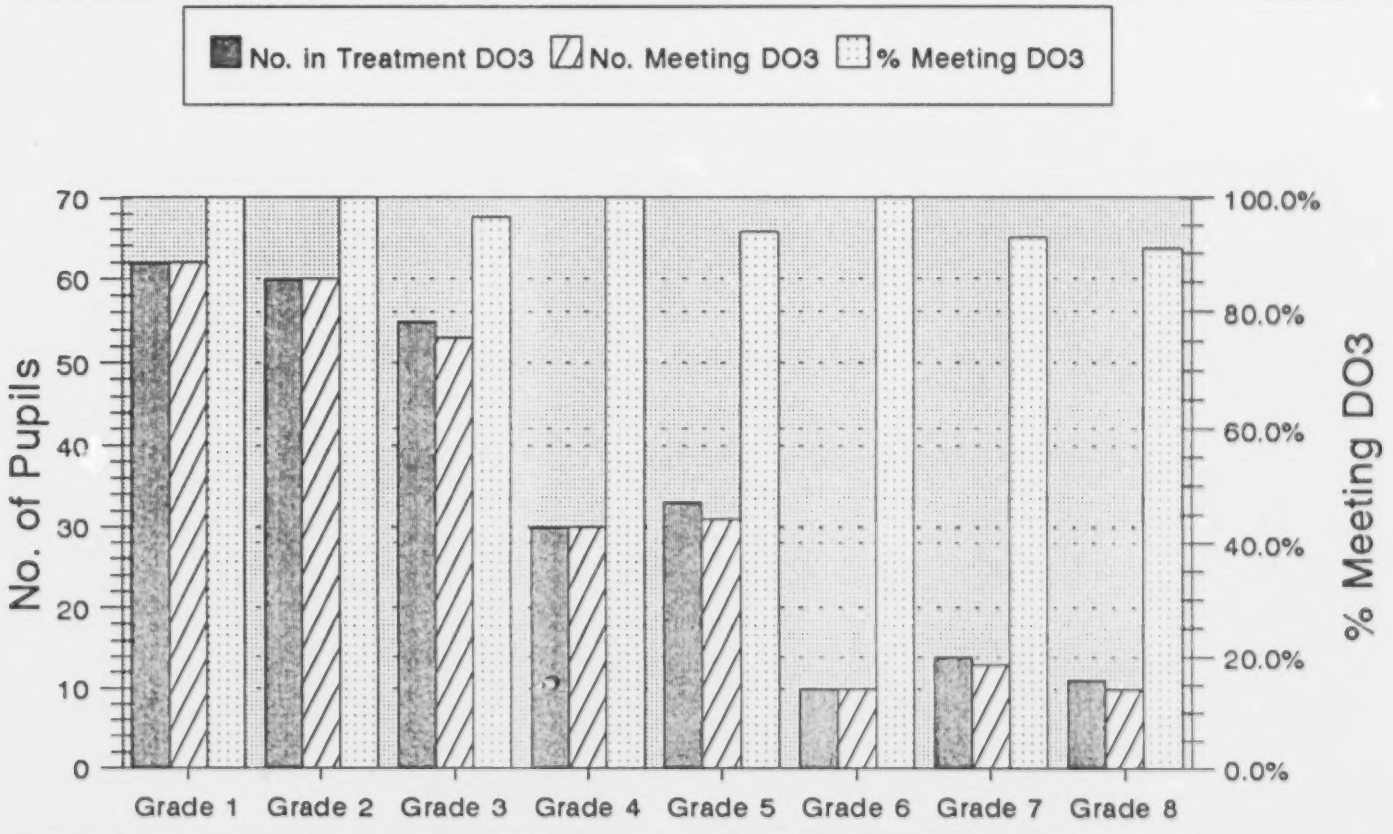
	Grade 6	Grade 7	Grade 8
No. in Treatment DO3	468	483	329
No. Meeting DO3	432	443	290
% Meeting DO3	92.3%	91.7%	88.1%

Of the 1,280 pupils in the reading treatment group, 1,165 (91.0%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE16CH3 (FRPT134-135)

Desired Outcome 3: Read a Given Number of Books

Number and Percent of Nonpublic Program Pupils Who Met Performance Criterion by Grade
FIGURE 17



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO3	62	60	55	30	33	10	14	11
No. Meeting DO3	62	60	53	30	31	10	13	10
% Meeting DO3	100.0%	100.0%	96.4%	100.0%	93.9%	100.0%	92.9%	90.9%

Of the 275 pupils in the reading treatment group, 269 (97.8%) met the performance criterion.

P:\HG3\DATA\READ9495\FIGURE17.CH3 (FRPT134-135)

Elementary and Secondary Education Act--Chapter 1

Final Evaluation Report
Language Development Component

CHAPTER 1 READING PROGRAMS

1994-95

FEDERAL AND STATE AGGREGATE
NCE Gains

Basic (Total Reading or Total Mathematics): The minimum acceptable performance level is a 2.0 NCE gain. This criteria was set by the state.

Advanced (Reading Comprehension or Mathematics Concepts and Applications): The minimum acceptable performance level is a 2.0 NCE gain. This criteria was set by the state.

Aggregate NCE Gains for 1994-95

Elementary and Secondary Education Act--Chapter 1

- Federal and State guidelines require analysis of norm-referenced test data at the **building level.** In order to be included in the evaluation sample, a pupil had to attend at least 50% of the treatment period and have both a pretest (spring 1994) and a posttest (spring 1995). The minimum acceptable aggregate scores at the building level, as requested by Federal and State guidelines, are as follows:

  > A minimum aggregate average gain at the building level of 2.0 NCEs in Basic Skills (Total Reading score).
  > A minimum aggregate average gain at the building level of 2.0 NCEs in Advanced Skills (Reading Comprehension score).

- Appropriate reports have been forwarded to the individual buildings. The charts which follow present the **overall** district results of norm-referenced testing.

- Summary Statements for Aggregate Scores in Basic Skills (Total Reading Score).

  > The aggregate average gain for the 3427 pupils (grades 2-8) in the evaluation sample was 11.9 NCEs.
  > Of the 3427 pupils in the sample, 2663 (77.7%) made a gain of 2.0 or more NCEs.

- Summary Statements for Aggregate Scores in Advanced Skills (Reading Comprehension score).

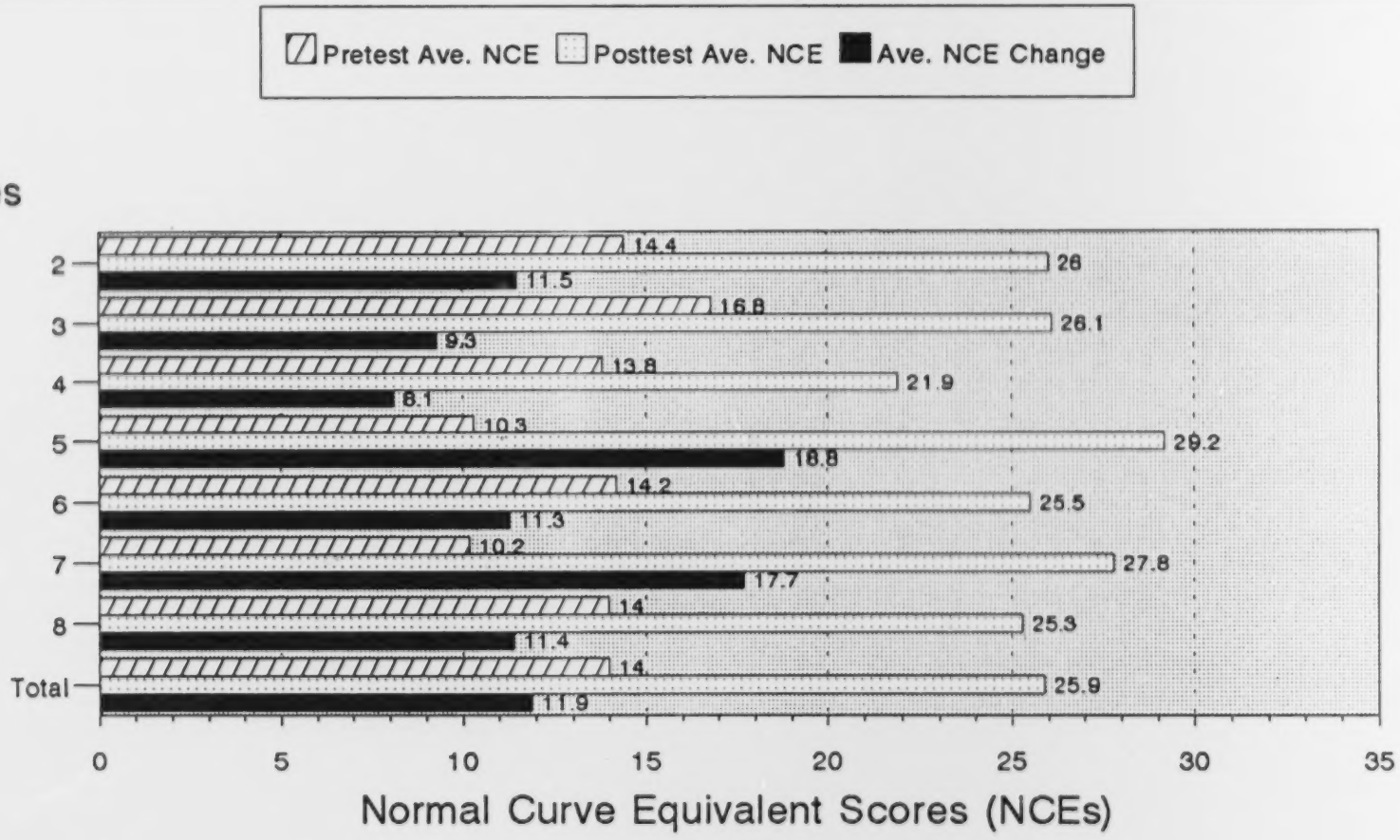
  > The aggregate average gain for the 3498 pupils in the evaluation sample was 12.7 NCEs.
  > Of the 3498 pupils in the sample, 2706 (77.4%) made a gain of 2.0 or more NCEs.

P:\P502\FRPTRD95
9-20-95 10:29 AM

Chapter 1 Reading Program 1994-95

Aggregated Basic (Total Reading) NCE Change Scores by Grade

FIGURE 18

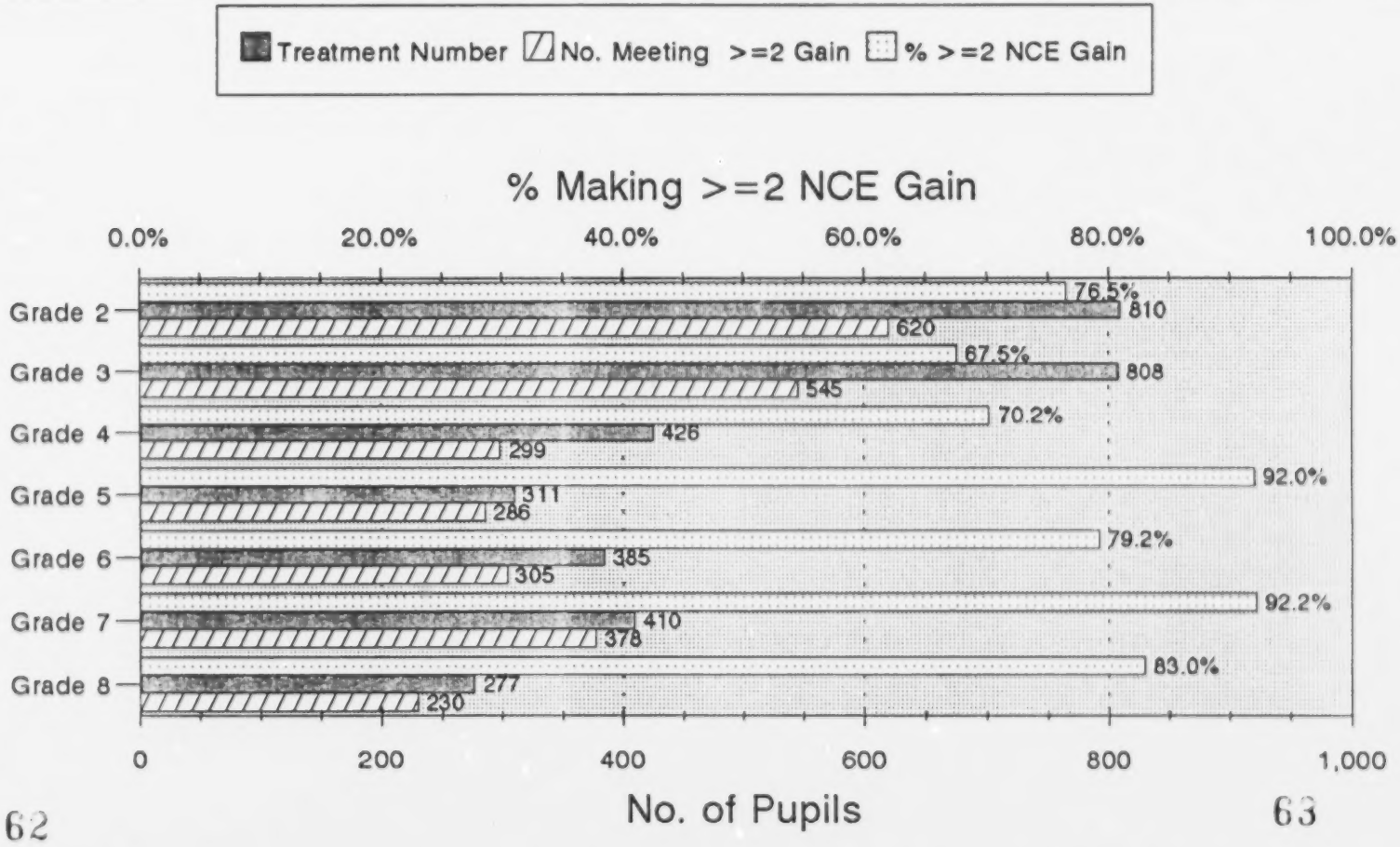


P:\HG3\DATA\READ9495\FIGURE18.CH3 (FRPT145)

Chapter 1 Reading Program 1994-95

Aggregated Basic (Total Reading) NCE Improvement Gain by Grade

FIGURE 19



62

63

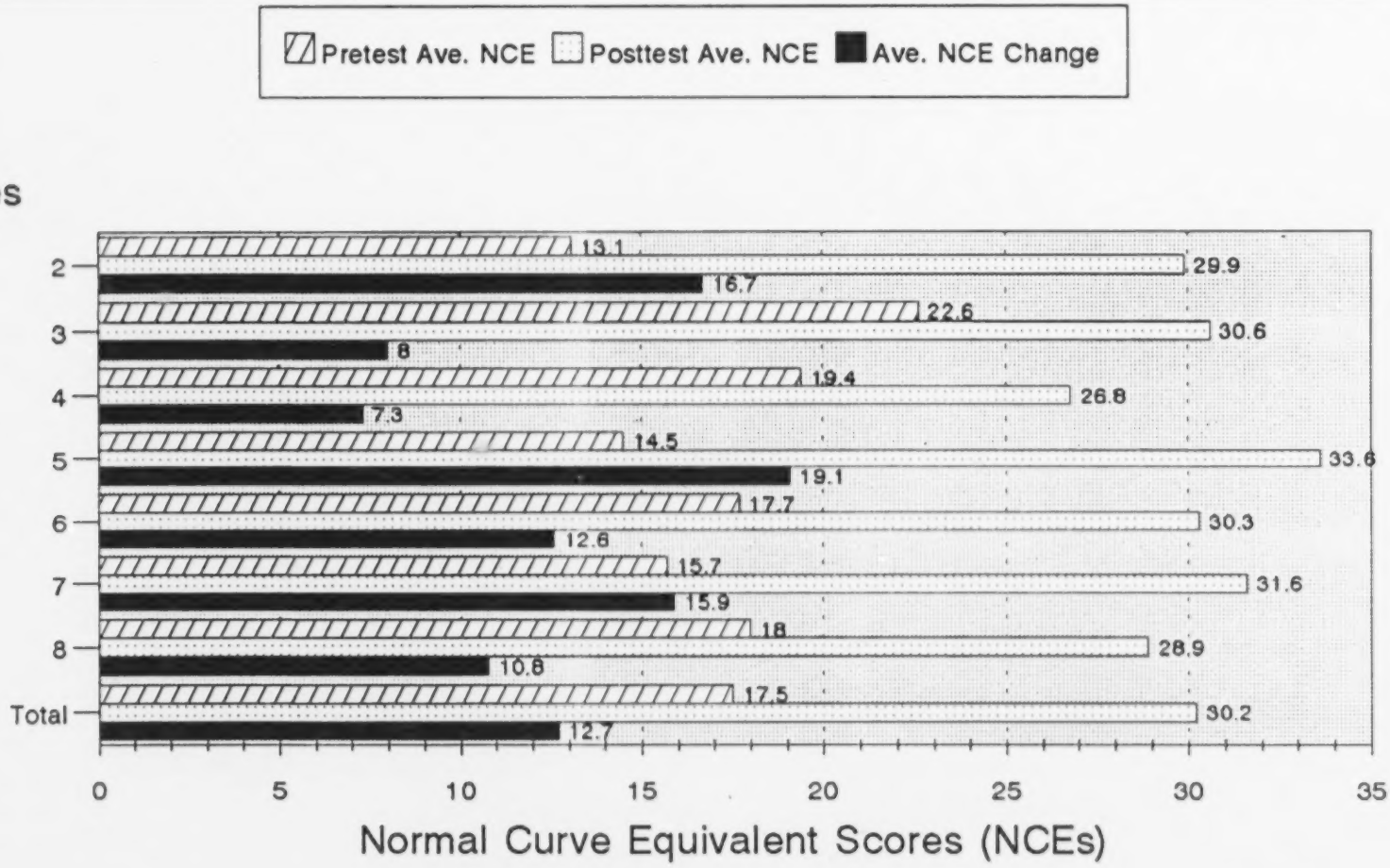
Of the 3,427 pupils in the NRT group (Grades 2-8), 2,633 (77.7%) made a gain greater than or equal to 2 NCEs.

P:\HG3\DATA\READ9495\FIGURE19.CH3 (FRPT140)

Chapter 1 Reading Program 1994-95

Aggregated Advanced (Reading Comprehension) NCE Change Scores by Grade

FIGURE 20

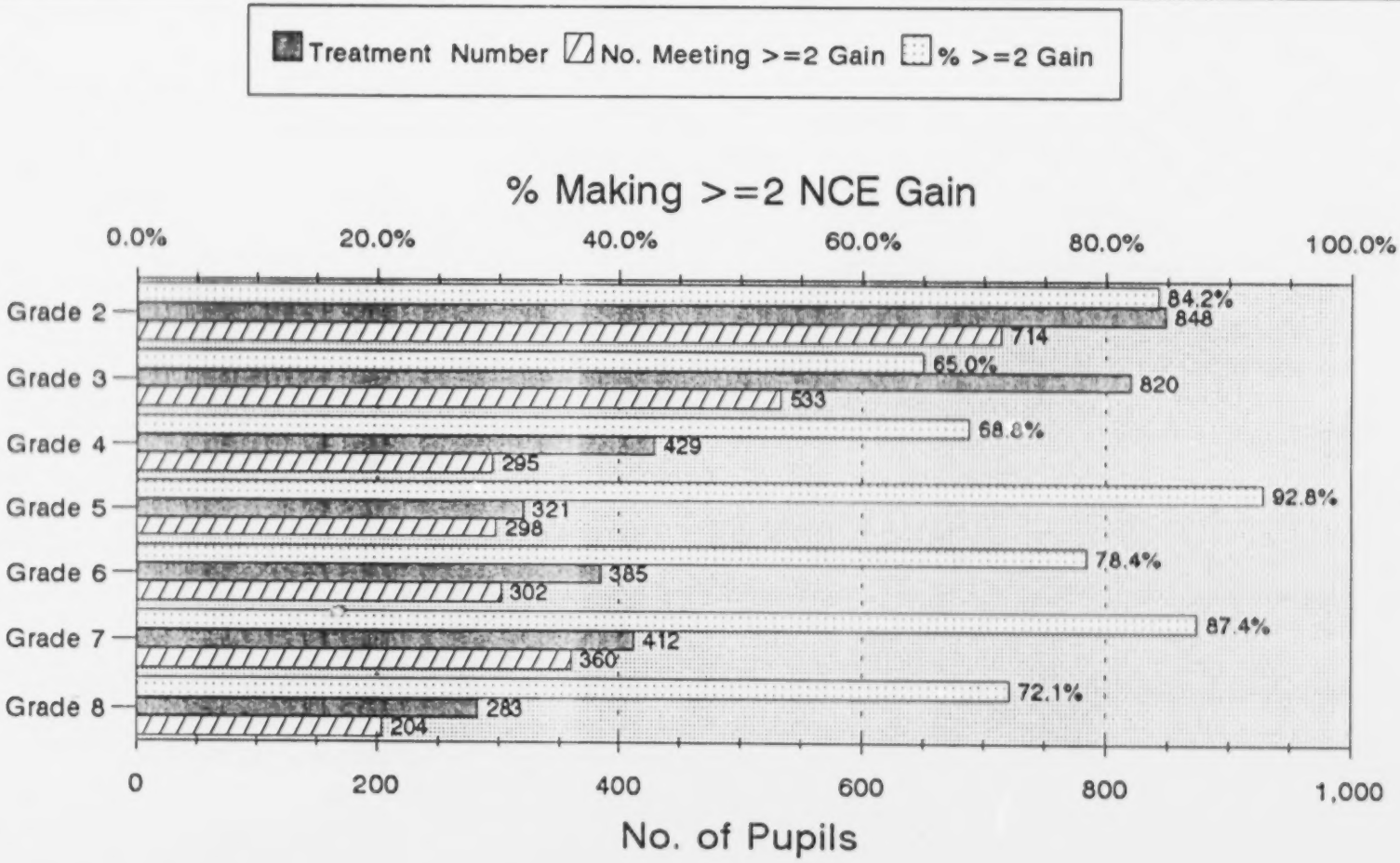


P:\HG3\DATA\READ9495\FIGURE20.CH3 (FRPT155)

Chapter 1 Reading Program 1994-95

Aggregated Advanced (Reading Comprehension) NCE Improvement Gain by Grade

FIGURE 21



Of the 3,498 pupils in the NRT group (Grades 2-8), 2,706 (77.4%) made a gain greater than or equal to 2 NCEs.

P:\HG3\DATA\READ9495\FIGURE21.CH3 (FRPT149)

Elementary and Secondary Education Act--Chapter 1

Final Evaluation Report
Language Development Component

CHAPTER 1 READING PROGRAM

1994-95

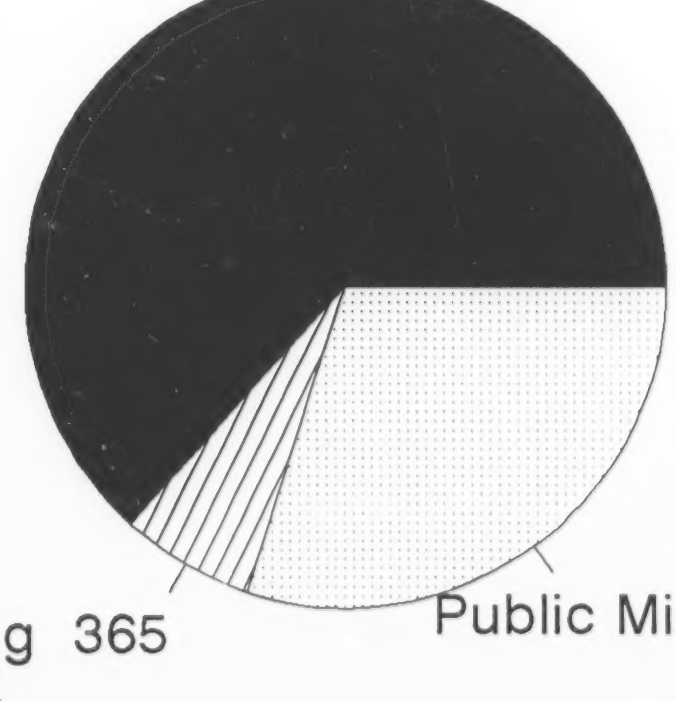
Parent Involvement Information

Parent Involvement data for all pupils served by project and across projects were collected for five different activities: Planning, Group Meetings, Individual Conferences, Classroom Visits, and Home Visits. Unduplicated counts of parents involved in these activities, total number of parent contacts (duplicated count), and number of parent contacts across all projects for pupils served are charted in the following figures.

Chapter 1 Reading Program 1994-95

Unduplicated Count of Parent Involvement for All Pupils Served by Project

FIGURE 22



Of the 5,914 pupils served, the unduplicated count of parents was 5,431 with 11,107 contacts (a duplicated count across activities).

p:\hg3\data\read9495\figure22.ch3 (frpt 159)

Parent Involvement for 1994-95

Elementary and Secondary Education Act--Chapter 1

- Teachers recorded parent involvement activities during the year on the Parent Involvement Log. Parent Involvement data are analyzed in two ways: the unduplicated count of parents who participated in parent involvement activities, and the overall parent involvement (parent contacts) in five specific activities, reported for all pupils served during the year. The charts which follow present the analysis of parent involvement in the program in terms of the unduplicated count of parents involved by project (Figure 22), the duplicated count of parent contacts for all pupils served by project (Figure 23), and the unduplicated count of parents and the duplicated count of parent contacts for all pupils served across projects for the five activities (Figure 24).

- Summary Statements for all public and nonpublic Reading (grades 1-8) project pupils.

  > Of the 5,914 pupils served, the unduplicated count of parents involved was 5,431 with 11,107 contacts (a duplicated count of contacts across five activities). Of the 5,431 parents involved, 3,436 were at the public elementary level, 1,630 were at the public middle school level, and 365 were at the nonpublic level.

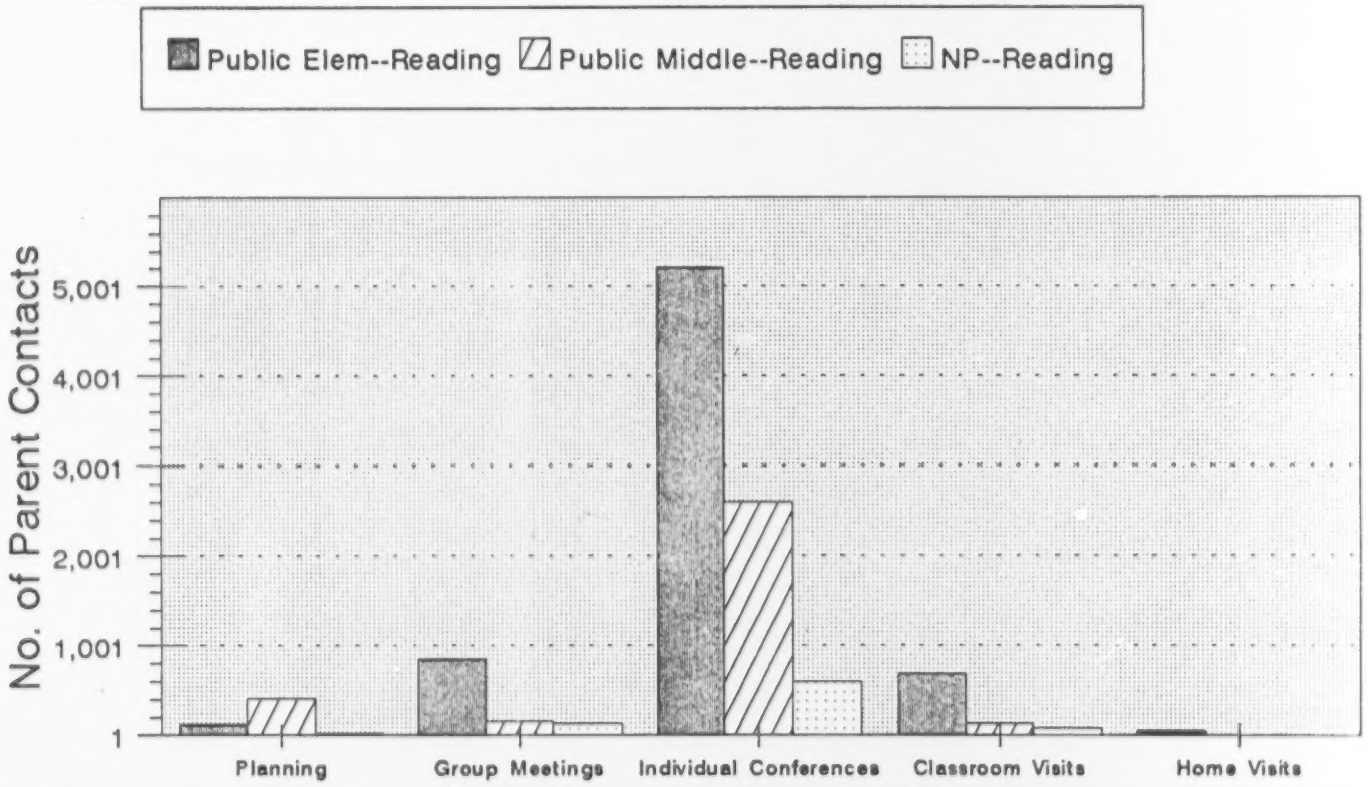
  > Individual Conferences accounted for more parent contacts than any other activity (5,222 in the public elementary, 2,597 in the public middle school, and 608 contacts in the nonpublic schools). Home Visits had the fewest parent contacts.

  > Of the 5,914 pupils served, the totals, in descending order, for parent contacts in the five activities were as follows: individual conferences (8,427 contacts); group meetings (1,144 contacts); classroom visits (915 contacts); planning (549 contacts); and home visits (72 contacts) for a total unduplicated count of 11,107 contacts.

Chapter 1 Reading Program 1994-95

Duplicated Count of Parent Contacts for All Pupils Served by Project

FIGURE 23



Public Elem--Reading	126	855	5,222	689	60
Public Middle--Reading	407	153	2,597	139	11
NP--Reading	16	136	608	87	1

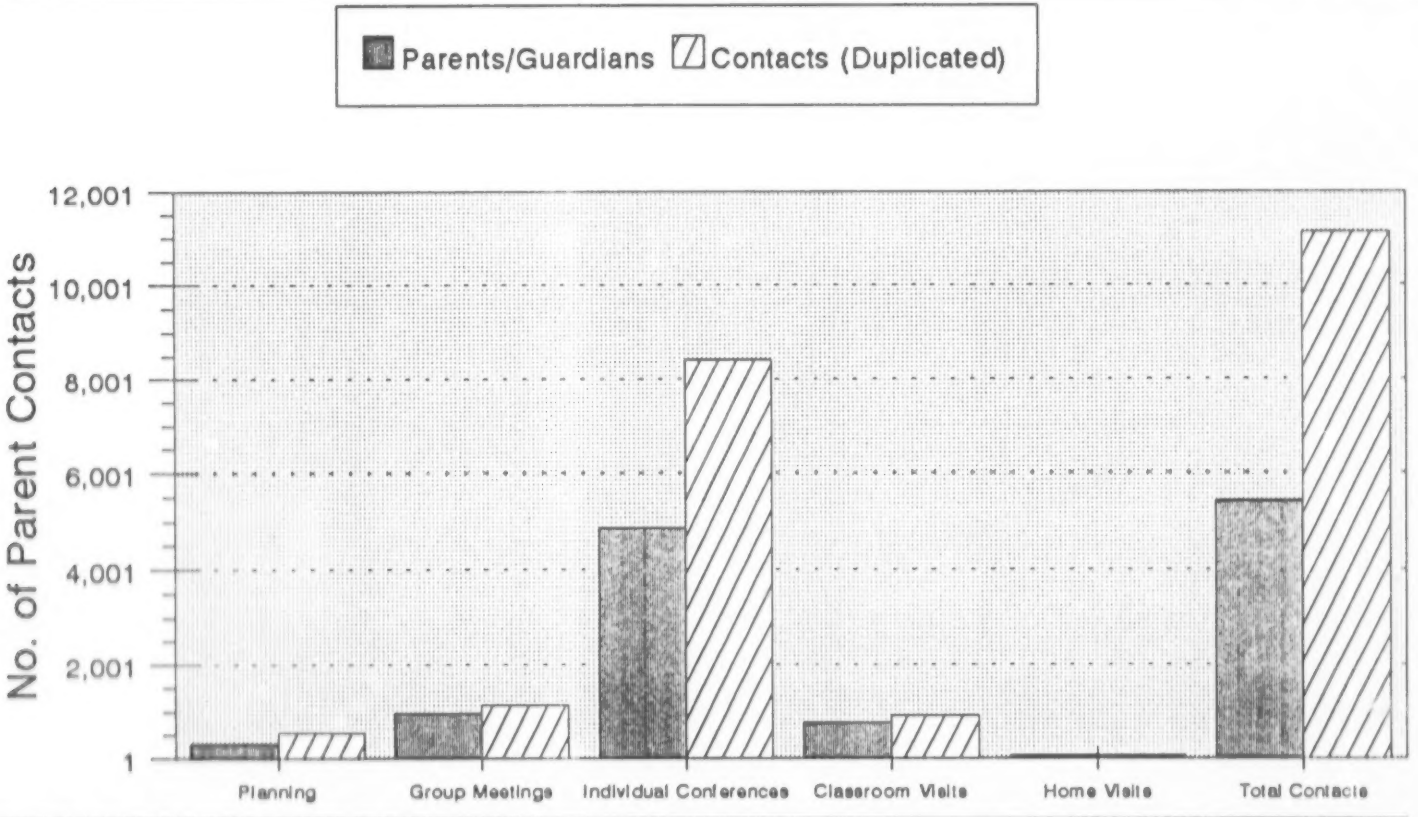
For the 5,914 pupils served, 11,107 parent contacts (duplicated count) were made across activities.

P:\HG3\DATA\READ9496\FIGURE23.CH3 (FRPT160-162)

Chapter 1 Reading Program 1994-95

Parent Involvement for All Pupils Served by Type of Activities

FIGURE 24



Parents/Guardians	323	965	4,877	789	69	5,431
Contacts (Duplicated)	549	1,144	8,427	915	72	11,107

Of the 5,914 pupils served, 5,431 parents made 11,107 contacts (duplicated count) across activities.

P:\HG3\DATA\READ9495\FIGURE24.CH3 (FRPT159)